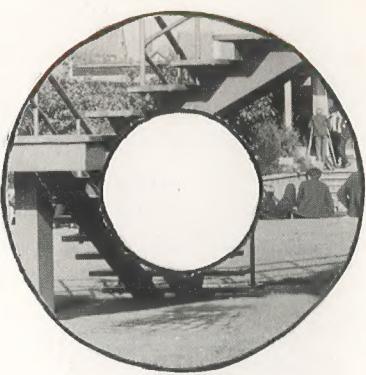
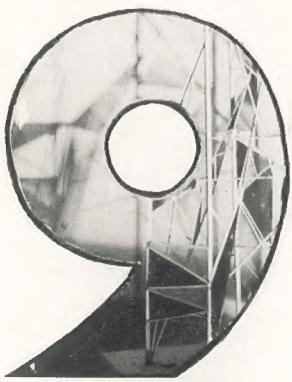




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## THE HEWETT SCHOOL ANNIVERSARY BROCHURE



**1970 — 82**

*Headmaster:* Dr. W. Roy, B.Sc.(Econ.), C.B.E.

*Editor:* Mr. Jack Nobbs, B.Sc.(Econ.), J.P.

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John Rickwood

*Secretary of Hewett School Association:* T. D. W. Molander

*Treasurer:* R. Waite

# HEADMASTER'S LETTER

## CONTENTS

	PAGE
Frontispiece .....	1
Headmaster's Letter .....	3
Messages from Michael Edwards, County Education Officer, and Dr. D. H. D. Elias, Chairman of Governors .....	5
Hewett Hero .....	6
The Prayer of the Snake .....	7
Hewett and the Community .....	7
The Duke of Edinburgh Gold Award Scheme .....	9
Messages from former members of staff appointed to headships .....	13
Messages from Past Scholars .....	18
Messages from Past Pupils/Present Teachers .....	22
Hewett School Association .....	23
Modern Facilities at Hewett .....	26
Self-Help in Action .....	27
Music at Hewett .....	28
The Senior Choir .....	29
Drama .....	30
A few of the many Foreign Exchanges .....	32
Portrait of Rimbaud .....	34
Lower School .....	35
Middle School .....	37
The Oak Tree .....	37
Upper School .....	38
The Sixth Form .....	39
The Sixth Form Committee .....	40
Educational Institutions which have admitted Hewett Students .....	42
Life Is <i>plus</i> Old Man .....	44
Careers Department .....	45
Hewett Personalities .....	46
Love Is <i>plus</i> Join the Army .....	47
Sporting Activities .....	48
More Successful Teams .....	52
Where Are They Now? — unless you know differently .....	53
Why Hewett? .....	55
Summer Gravestones .....	56

Dear Reader,

Hewett School has existed, in its present form, for a dozen years, and this brochure marks the occasion — a twelfth anniversary. It is a good time to look back, an appropriate time to take stock, and to look forward. Nearly five thousand students have come and gone; another eighteen hundred were either with us at the time of the amalgamation, and a similar number — eighteen hundred and fifty, are the present Hewett population. But these figures tell very little. What counts are what people do, feel, strive for, achieve — the creation, for themselves, of a place not only in the school, but in the society of which we all form a part, and of course, their academic, social and cultural achievements.

The present Hewett School was founded by the amalgamation of the Hewett Grammar School and the two Lakenham Secondary Schools in 1970. The three separate schools had established their own traditions and were led by distinguished headteachers, supported by devoted and professional staffs. Miss Dorothy Hall was then at the helm of the Lakenham Girls' School, Mr. E. J. Mills was Acting Head of the Lakenham Boys' School, and Mr. Stanley Hesketh, Hewett's Head, retired in 1969. The task of welding three school communities into one looked complex; the size of the school worried many people, and no one knew how it would all turn out. But the new Hewett had much going in its favour; three good buildings were on one marvellous sixty acre site — one of the finest in the country — so there were no problems of long distances to be travelled. A generous and far seeing local education authority — the Norwich City Council, for Norwich was then an authority in its own right — had caught the spirit of the times, made a bold decision to introduce comprehensive schools, and gave Hewett a fine start with one of the best staffing allocations in the country, good secretarial and ancillary assistance, and, above all, moral support. Some of the pioneers of those times are still with us — Charles Harrison, who was a fine Director of Education, Derek Bishop, his second in command, and now Deputy County Education Officer, David Felton, now Central Area Education Officer — and his staff at Gladstone House, to whom we owe a great deal; distinguished councillors and citizens such as Valerie Guttsman, Sir Arthur South and Tom Eaton. Many others ought to be mentioned.

The greatest support came from students, staff and parents, who rose to the occasion with enthusiasm and energy. Within a year, two marvellous choirs, an orchestra, a windband, football, rugby, netball, hockey, netball teams and many other societies were in existence. The open air swimming pool, built by the grammar school parents, within three years became a heated and covered pool. Some new buildings — laboratories, workshops, but by no means all that was needed — were added. The curriculum saw a vast extension: thirty 'A' level subjects, forty or more 'O' level and C.S.E. subjects, new courses in commerce, pre-catering, engineering, motor mechanics and child study provided opportunities simply not available to earlier generations of students, and a vast array of choices of subject combinations meant that the goal of equality of opportunity was in sight.

The teachers deserve the main credit for establishing a successful school. Skilled teaching, the willingness to give time well beyond school hours, good humour and sense of professionalism, a feeling that here was something worthwhile which mattered to the individual child, and a piece of history in the making — all this caught the imagination of the staff, who provided the right balance of experience and youth. Above all, there was stability among the staff. Staff turnover has always been low during the dozen years, a good indication of high staff morale — but new blood has been introduced where and when needed.

Within six years, the school had established itself as a successful institution, as well as a place where the individual mattered. Examination results, at all levels, were well above national average; in many subject areas, passes were in the eighty or ninety per cent ranges. Pastoral care meant a system whereby every child was seen individually, at regular, though not necessarily frequent, intervals. The same system applied to parents — apart from the usual parent/teacher interview evenings for every year group, the Monday parents' clinic means individual attention for individual parents.

The development of the sixth form, which has increased from some 80 to 370, is reviewed elsewhere in this publication. The expansion has not only enabled hundreds of students to proceed to universities, polytechnics, colleges of higher and further education after taking 'A' levels, but has also given much needed opportunities to the one-year sixth formers, looking for pre-vocational and general courses — now, with shrinking employment prospects, a real necessity.

Last, but not least, a vigorous cultural life developed — Hewett is renowned for its music. Every fourth Hewett pupil participates in its musical life; concerts, given both at home and abroad, have been a strong feature — witness the senior choir's regular participation in the Vienna Festival of Youth and Music, the orchestra's visit to Germany and Prague, the junior singers' new venture in helping to launch an Alpine Music Festival in Western Austria. Art exhibitions, drama productions, and a 'Hewett At Home', displaying a wealth of hobbies and interests, have become annual events.

But it is easy to be enthusiastic about Hewett from the inside — it is that sort of place. The real judgment of the school is made by the outside world — what its parents think, how we look to employers, to the local community, and the world of higher and further education.

It is a fact that Hewett is an extremely popular school. Every year, there is a very big demand for places, on transfer from middle schools, in spite of rising transport costs, which often, regrettably, mean that Hewett parents can and sometimes do, experience real hardship in sending a child to Hewett. At sixth form level the position is similar — there are always more applicants than places. A good, close relationship has been developed with employers; we have a hundred individual contacts with personnel officers, and managers from most local firms visit the school, giving jobs to Hewett students, even at a time of recession. Involvements in community projects are continuous, as are contacts with higher education, as shown by the list of universities and other institutions to which Hewett students go.

What makes it all tick are four thousand lessons given each week, hundreds of individual extra curricular activities, and the support and encouragement of parents whose children we teach. The close co-operation of the Hewett School Association is seen not only in the provision of additional resources, but in sharing with us discussions on every aspect of school life — curriculum, organisation, policy on dress, homework, sex education, the organisation of social and educational functions. Regular committee meetings are held both at hall and site level.

Like other schools, the cuts in education expenditure have affected us; equipment needs renewing, the school badly needs re-decorating, new furniture is essential as are more facilities to do justice to the growing points in the curriculum — computer studies, technology, plans for an 'A' level syllabus in industrial relations and a business education council course in travel and tourism, all indicate that we are not standing still, and that we are alive to the changes which schools must make to prepare for the 21st century. A recent guest from abroad called us a 'fine school in a fine city' — a tribute which we gladly and proudly acknowledge — but without complacency, and with a sense of awareness that there are always things which could be done better.

Mr. Jack Nobbs kindly accepted my invitation to edit the publication, and has done an enormous amount of work. He is not only a Hewett pioneer, having been on the staff of the Hewett Technical School as well as bearing the first flood of sixth formers in the new Hewett School; he is a distinguished author in his own right; I am deeply grateful to him. Grateful thanks are due to all advertisers who supported this publication.

Hewett will go from strength to strength. You, the reader, whoever you are, have had, or have now, a vital share in helping this process — I am grateful to you for your personal support.

W. ROY

*Headmaster*



Dr. Roy, Headmaster of the Hewett School receiving books from the leader of a party of German students who stayed with families of Hewett School pupils in September 1982.

*Message from:—* **MICHAEL H. EDWARDS,  
County Education Officer**

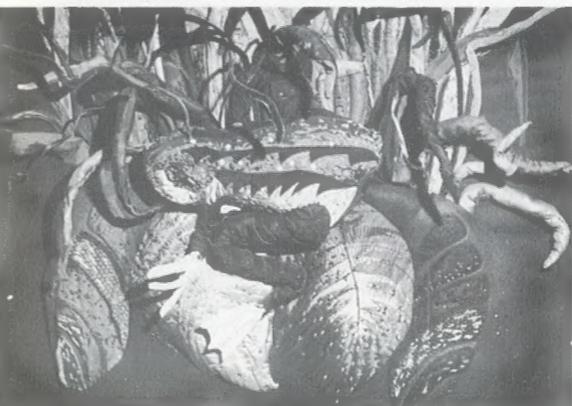
It is a great pleasure to have the chance of wishing the Hewett School well on this important anniversary. Looking back over the twelve years that the school has been in existence I can see a wide range of challenges and problems which have had to be faced by schools which have re-organised on comprehensive lines during that period and from my knowledge of Hewett I can see how successfully it has risen to those challenges. The school has established a firm tradition of looking after the needs of individual children and has set itself and indeed achieved high goals in all aspects of its work. It has throughout aimed to build a relationship between the school and the community which encourages its young people to contribute in a personal and direct way to the development of local society and to recognise the needs of many in that community.

The next twelve years are unlikely to offer fewer challenges, but I am sure that the Hewett School, designed by Dr. Roy and his staff to be flexible in its attitudes, will anticipate and respond to changing needs. It is a good time to reflect on past achievements, and a good time to view the future — I am happy to send my best wishes and look forward with interest to the continuing evolution of this fine example of a large comprehensive school.

*Message from:—* **Dr. D. H. D. ELIAS,  
Chairman of Governors**

The Headmaster has asked me to write a short message to include in the brochure. I am very pleased to do this since I have been a member of the governing body of the school during the twelve years of its existence as a comprehensive school.

The development of the school from the initial three schools, to the present one well established comprehensive that is now the Hewett, has always been closely watched by the governors with quiet pride and satisfaction. I am honoured to have been so closely associated with the school for so many years and on behalf of the governors I send congratulations for the past and good wishes for the future.



Amanda Twitchett  
'A' level Embroidery "Frog"

Graham Durrant  
'A' level ceramic forms

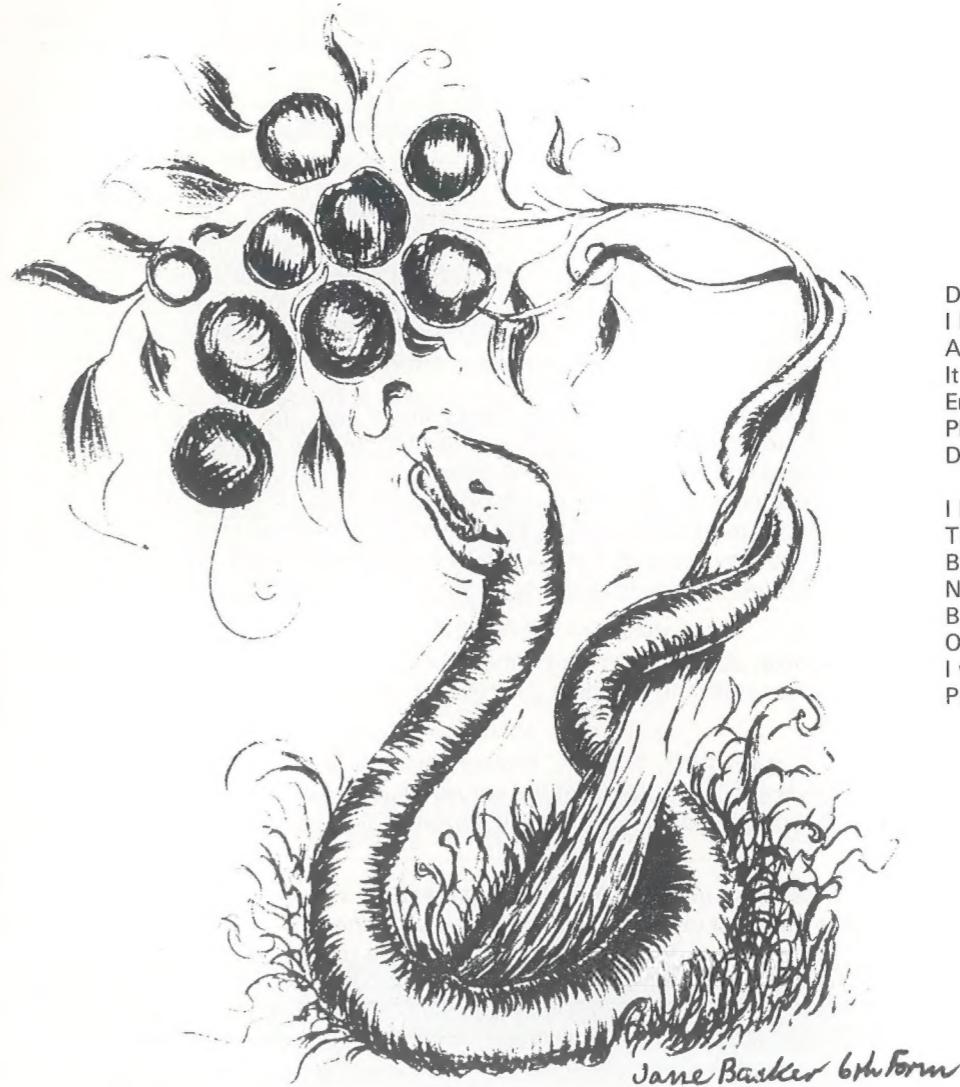


# HEWETT HERO



*Mr. Peter Brayne, a mathematics teacher at the Hewett School, is presented with a Royal Humane Society life-saving certificate, by Councillor George Richards, Lord Mayor of Norwich and a governor of the school (1982). Mr. Brayne rescued a drowning person.*

6



## The Prayer of the Snake

Dear Lord,  
I know how You must be feeling  
About Eden, the garden and all that;  
It wasn't my fault —  
Entirely.  
Please, your Gracious Holiness,  
Don't blame me.

I hate to travel on my belly —  
Though I know I deserve it —  
But if You could see Your way to . . . . .  
No, I'm expecting too much,  
But, if there's a slim chance  
Of changing me,  
I wouldn't ever be disloyal again,  
Promisssssssssssssssss

AMEN.

Pippa Humphreys

## HEWETT AND THE COMMUNITY

Since its formation the Hewett School has been involved in the local community as well as helping itself. Many local people and organisations have always been ready to give their time and energy to help the school and we, in turn, would like to think we have reciprocated by looking beyond the boundaries of our large school complex.

All fourth year pupils at some stage of the school year participate in our social service programme. This involves pupils going out in pairs and helping those senior citizens in the neighbourhood who are so often pleased to see a young face, especially one prepared to help them. Jobs often vary from hanging a pair of curtains, digging a garden to mending the garden gate or just sitting down and having a chat and a cup of tea. Both the school and the individual pupils have made many friends by this scheme. Every three weeks, fourth year pupils run a club for our senior citizens and organise a party at Christmas, with everybody receiving a gift donated by pupils of the school. As a result of such activities we usually have some expert bingo-callers and tea-makers in year four, always enthusiastic to use their talents. For activities such as these, often carried out in their own time, two fourth year pupils were singled out for the Lord Mayor's Community Service Award in 1979 — a significant reward for the time and efforts they had put into these activities in the local community outside school. So, if you do happen to see fourth year pupils leaving the school premises at 10 a.m., they have not escaped but are probably off to do something very useful as part of the school's social service scheme. In a similar way pupils have, for the past eight years, run and organised a special club at 4 p.m. for mentally and physically disabled pupils from Harford Manor School which stands at the bottom of our playing field. Attendance at the club has always been excellent from both schools and all who have participated have enjoyed a varied programme of activities.

The Hewett School has some 1850 pupils on the site and, as well as raising funds for special projects to help ourselves, we also participate in fund raising for outside organisations — although it is impossible to help everybody who requests money, however deserving the cause. Sixth form pupils can often be seen in the city on a cold November Saturday shaking a charity collection box in answer to a request for flag sellers, who, by law, have to be over the age of eighteen. Each year many pupils contribute to appeals for Save the Children Fund by purchasing Christmas cards, the British Legion Poppy Appeal and the N.S.P.C.C. It is reasonable to assume that almost everyone of our 1850 pupils parts with some of their hard earned cash or treasured pocket money in the cause of a charity appeal. This was certainly the case in 1975 when lower and middle schools embarked on a special two weeks of fund raising for the children of Little Plumstead Hospital. Each form devised their own method of raising funds varying from "guess the teacher" from a selection of baby photographs to washing staff cars and sponsored silences — the latter not finding a great deal of popularity with many of our pupils. In all the concentrated effort by every tutor group raised a sum of £250 which was gratefully received by representatives from Little Plumstead Hospital. All who participated and gave generously were surprised at the total after two weeks of strenuous effort.

Similar efforts were made in 1979 when a disabled parishioner was disappointed that the church bells at Old Lakenham could not be rung at his wedding. In spite of the fact that his illness was terminal he decided to undertake a sponsored walk in order to raise some funds towards replacing the bells. A letter was written to us by his wife (an ex pupil) asking us for help. As a result of an announcement in assembly pupils once again voluntarily dug deep into their pockets three weeks before Christmas. Two weeks later, the day before the end of the Christmas term, we were able to present a cheque for £75 to the Rev. Latham-Bewley towards the church bells restoration fund. He also received two large Christmas hampers for senior citizens in the neighbourhood who were unable to attend our own Old Folks' Party.

In the course of the past ten years we have been able to offer much more help to the locality than that of fund raising. Many of the special projects undertaken by staff and pupils at the Hewett School have involved much more skill and effort than merely parting with money.

One of our first such projects as a new school was in 1973. The Rev. Pitcher, then Vicar of Old Lakenham Church, asked if a survey of his graveyard could be undertaken! The purpose of the survey was to clear some of the graves and generally tidy up the churchyard. This was duly completed over a six week period — plans drawn and the graveyard tidied.

A more ambitious project was undertaken in 1975 — European Architectural Heritage Year. In conjunction with the Norwich Society some of the older pupils were involved in a conservation exercise in the city. This involved clearing riverside land at Fishergate to make it less of an eyesore, to improve the appearance of this part of the city — the exercise named afterwards by the Norwich Society as 'Operation Oasis'. In the same conservation project pupils also carried out repairs and decorating to St. George's Church, Colegate. Both pieces of work were reported as "a major contribution to the City's 'Heritage over the Wensum' ". The pupils involved were pleased with their efforts, but were even more surprised when they received a major award made by the Civic Trust in association with the U.K. Council for European Architectural Heritage which singled out pupils for commendation "for protecting and enhancing our architectural heritage". The work remains as an example of some of the positive contributions made by young people to the community in which they live.

Two years later our attention was drawn to a newly formed club in Norwich, The 50/50 Club. It was formed to bring together blind and sighted people in purposeful leisure activities. One suggested activity was cycling, by use of a tandem cycle — a blind or partially sighted person could enjoy fresh air and exercise with a sighted steersman. The problem was the club had no tandem cycles and a new one cost in excess of £250. Hewett were not to be defeated by such a minor set-back and the search began. Two weeks later, as a result of publicity in the local newspaper, a gentleman telephoned to say he would be glad to donate his pre-war tandem which had not been ridden since 1947! We gratefully accepted — flat and perished tyres as well! With the help of funds provided by the National Westminster Bank Project Respond Scheme and some very hard work by two fifth year cycling enthusiasts, the tandem was presented to the 50/50 Club three months after its formation. The club now runs very successfully and has several tandems, but they were very grateful for the interest shown by the Hewett pupils in getting the wheels rolling on this, one of their first activities.

Friends of the school will probably remember the play-boxes built for the Norfolk and Norwich Hospital by fourth year pupils in December 1980. This was the result of funds raised during the International Year of the Child and committee members approached the school for their expertise and the Woodwork Department was pleased to help. As a result we hope toddlers will get many hours of enjoyment from the play-boxes whilst waiting for their mums at the ante-natal clinic.

In 1982, Hewett pupils continue to look outside the confines of the school to the community where they will live, work and spend their leisure time. Social service work continues, and we are engaged in renovating and building a children's playground in Silver Road as one of our special projects. Both pupils and staff alike enjoy this participation in the community; as a result we have made many friends who we hope look upon the school as a caring community — not just for the pupils, but also for those with whom we live in the city.

P. C. Ames

Assistant Head  
Middle School

## THE DUKE OF EDINBURGH GOLD AWARD SCHEME

Two years ago, Mr. Tomlinson mentioned to me that it would be a good idea for me to consider entering for the Duke of Edinburgh Gold Award. At that time I had no knowledge of what this would entail. However, after some thought I chose to enter the scheme, and looking back on this now I have no regrets.

The scheme consists of a programme of practical, cultural, and adventurous activities designed to contribute towards the development of young people. The programme is flexible enough to meet any young person's enthusiasm and aptitudes, whatever one's background or culture, however plentiful or limited one's resources might be. Participants in the scheme follow their chosen activities in their own time with guidance from someone knowledgeable in each subject.

For the Gold Award five sections have to be completed: service, expedition, skills, physical recreation and a residential project.

The aim of the service section is to encourage service to others. At the gold level twelve months' involvement

is required. Examples of activities which are included in this section are: community service, coastguard, fire and police services, youth work, helping the handicapped, child care and mountain leader training. I chose to participate in 12 months of community service.

For this I designed and helped to construct an adventure playground for pre-school children at St. Mary Magdalen Church, Silver Road, Norwich. This involved constructing playground equipment from elm logs such as balancing beams, 'stepping stones' and a totem pole. Other equipment which had to be put into place included a swing, hopscotch and climbing frame. Concrete steps also had to be made leading to the playground from the church. The help given by many fourth and fifth year boys and girls over the year the playground took to be constructed was greatly appreciated. Another task which I had to do, as part of community service, was the restoration of several church pews at St. Mary Magdalen Church. During the twelve months, I had to compile a project on the social welfare needs of the local community.



Teresa Morris, Headgirl 1981/82  
with fifth year pupils who helped to build the playground at St Mary Magdalen Church, Silver Road

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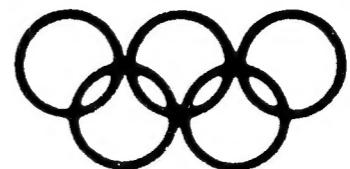


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The aim of the expedition section is to encourage a spirit of adventure and discovery. The Gold Award requires an expedition on foot to be carried out in wild mountainous terrain covering fifty miles in four days. However, before I could embark on this, a considerable amount of planning had to be done. I joined a group of three other girls who were also working for the Gold Award. The expedition was to be in the Lake District during August, but planning for it began in January. A suitable route had to be agreed upon, together with plans for food rations and equipment. Before attempting the expedition three practice weekends of walking and camping in wild country had to be completed. This meant that I spent three weekends in July and early August walking in the Northern Peak District over Kinder Scout and Bleaklow. The Bleaklow peat bogs are so deep and wet that it is quite possible for one to get waist deep in mud.

In the second week of August we set off for the Lake District. Our base camp was at Nether Wasdale not far from Wast Water. Two days were spent acclimatising to the mountainous terrain which included a walk along the top of the scree. The day before we were due to start the expedition we met our assessor who was going to keep an eye on us for the next four days. The following day we set off and walked up Eskdale with views of the Hardknott Pass and Sea Fell. Towards the end of the day the weather deteriorated with very low cloud, driving rain, strong wind and poor visibility. The first night was spent camping at Sprinkling Tarn (2200 feet) which became a test of survival in the bad weather. The second day dawned with no improvement in the weather. Originally it was planned to climb Great Gable and follow the Cat Bells Ridge down Borrowdale. Instead, we took the "escape route" and followed the Sty Head Pass to Seathwaite. From here we walked down Borrowdale and along the western shores of Derwentwater to Braithwaite camp site for the night. However, we arrived at Braithwaite later than expected which meant no food was available from the local shop. Luckily, we had pitched our tents next to those of some soldiers from Catterick who felt sorry for us damsels in distress and kindly gave us a supply of their food together with enough for the next day! The third day dawned very wet for our walk along the Coledale Valley, Gasgale Gill, Loweswater, Mosedale and on to Ennerdale Forest at a scout camp. The final day's route followed the path along the edge of Ennerdale Water, over Tewit How to Wasdale and back to the base camp. The whole expedition had been a success but the inhospitable weather had turned it into a test of stamina and survival. Throughout the expedition a log book had to be kept, together with a project related to the area through which the route went. I chose to study the effect of glaciation on the landscape.

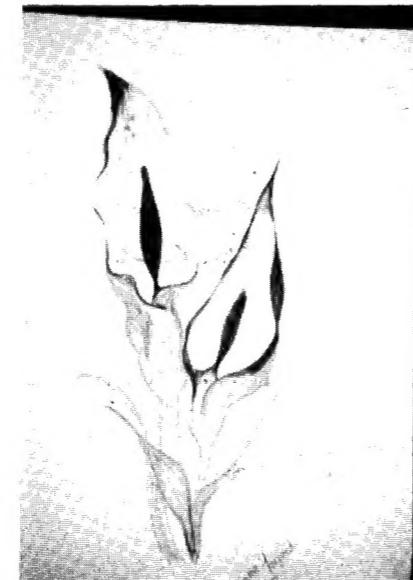
The aim of the skills section is to encourage the discovery and development of personal interests and social and practical skills. Examples of skills which can be pursued are cookery, photography, handicrafts, geology or woodwork. As I was a direct entrant to the gold level I had to pursue my chosen subject — geology — for 18 months. This involved a minimum of 24 field study days in various areas of the country. I attended a course at Losehill Hall near Castleton, which is the Peak District National Park study centre.

The fourth section, physical education, aims to encourage participation in physical recreation and improvement in performance. Activities include archery, canoeing, golf, orienteering, sailing, swimming and rock climbing. I chose swimming, and attended six weekly swimming sessions, the purpose of which was to improve stamina and technique. When the sessions were completed I had to pass a composite speed test to obtain the required number of points.

The final section, the Residential Project, is for Gold Award participants only. The aim of this is to broaden experience through involvement with others in a residential setting. Last November I attended a personal development course entitled "to be more effective in the way I work with and get on with others and in understanding myself", at Lindley Lodge near Ripon. It comprised a series of problem situations which involved team work and leadership followed by discussions on the successes and pitfalls of each person in the team. The highlight of the week's course was a potholing/camping expedition. A small group of us planned and carried out the short expedition across the moors in the Niddersdale area. We camped by How Stean Gorge near Lofthouse at the top end of the Niddersdale Valley. The following day we went potholing (under the guidance of an outward bound school instructor) in Manchester Pot not far from Middlemoor village. This proved very exciting with a long squeeze through a three foot square tunnel and a drop of 20 feet head first. It certainly gave everyone an insight into what goes on underground.

I completed the Gold Award in May 1982 after 18 months' enjoyable participation and work. Looking back, it was certainly a worthwhile activity and enabled me to make many new friends and experience new activities. I would recommend anyone who is between 16 and 25 to have a go at the Gold Award and I feel sure that they will never regret it.

TERESA MORRIS  
Head Girl (1981-82)



Janette Perfect  
'A' level plant study

## Messages from

# Former Members of Staff appointed to Headships

It says a very great deal for the calibre of the Hewett School staff that, since its inception in 1970, eight members of staff have left to head schools of their own. We acknowledge the loyal service of all those who have taught at the Hewett, while recording messages from:

### DAVID BUTTERWORTH writes:

Five schools in five different regions, with Norwich the third and most pleasant period. Hewett was my very easy introduction to co-education and I have never considered working in any other type of school since.

From many memories, three: the pleasure in seeing the senior choir start on its public career with the first visits to Llangollen and early television appearances; the choice, in those affluent days, of new wallpapers and colour schemes for redecoration, different shades on different walls even; the whole school bussing down on the last afternoon of the Christmas term to finish with its carol service in the magnificence of St. Peter Mancroft.

Some years later I was suddenly asked in interview what part of my career I felt most pride in. Without consciously thinking I replied that it was being a member of the team which carried through the remarkably smooth transition from three schools into one in 1970.

I would probably still answer the same today although since then I have been privileged firstly to be Head of a new comprehensive school from drawing board stage to almost full growth and now of an old established Lyme Regis school overlooking the English Channel, which numbers 180 world-wide boarders amongst its students, three small mansions and sixty acres of grounds, greenhouses and even its own vines. No, you are wrong! It's an LEA 11-18 comprehensive school, but another example of how very different schools can be in this country.

### GRAHAM HOPPINGTON writes:

As the newly appointed Head of Middle School at the Hewett, I experienced the following emotions: pleasure at my promotion, apprehension at the size of the task to be faced but above all thrill at the challenge. The start of any new project is exciting and that of welding together three very different schools at the inception of the Hewett School was just that. The success of the exercise says much for the team that was so ably led by Dr. Walter Roy, a man of outstanding organisational ability.

In 1973 I was appointed Deputy Headteacher and in 1975 Headmaster of Ounsdale High School in Staffordshire, completely different from the Hewett in that it is one of the oldest established comprehensive schools in the country. In fact, it celebrated its 25th anniversary in 1981. Here is a different challenge: one of maintaining the high standards of the past and improving on them while avoiding the stultifying complacency which prevents further development.

### EDDIE JONES writes:

My four-year stint as Head of Upper School spanned the years 1971 to 1975 and for me it was a golden age. I used to reflect on the privilege of having charge of some six hundred fifth and sixth formers; and looking back I recollect with affection those last vestiges of the Swinging 60s, the girls in their long dresses and boys with shoulder-length hair and all of them (well, nearly all) full of enthusiasm and energy and a sense of going places.

Since then I have been Head of Faraday High School in the London Borough of Ealing where I had the dubious privilege of featuring in a Panorama programme; and Head of Kirkley High School, Lowestoft, a school pretty much the same size as Hewett, without the second year.

As I still live in Norwich, I am conscious that, in a real sense, a whole new phase of life started when I joined the school in 1971. Certainly without that experience, headships would have been much more difficult to manage.

### HUGH SMITH writes:

Five years on, images of Hewett are still vivid, if kaleidoscopic. A pupil welcoming me by name on my first arrival . . . . excellently presented public occasions . . . . a lot of fun and hard work with the orchestra in Germany, and the choir in Prague . . . . conjuring funds for journeys, projects, swimming pool roofs . . . . dining hall duties . . . . Messrs. Bawler and Riches my excellent "neighbours" in lower school . . . . a bottle of

Scotch from my last upper sixth history set — I'm glad they all passed! . . . . working with Dr. Roy — never a dull moment and an invaluable "apprenticeship".

Durrington High School is rather smaller — 1,400 pupils — not a simple clone of my past but, as Brooke didn't say, "there is some corner of a Worthing campus that is . . . ." if not "forever Hewett" then certainly touched by Norfolk winds. That influence I happily acknowledge in sending these musings with very best wishes to old friends and colleagues. Thanks for the memory.

**ROGER PURCHASE writes:**

Three and a half years in such a creative community leave their mark. Three staffs were merged and joined by outsiders like myself; we were held together by determination to make a comprehensive school work, and to make it work well. That meant, better than any one of its parts. New courses for the greater variety of youngsters. New occasions and activities made possible by the fine response to our belief in them. All the time, alertness to the importance of the individual, who so easily might become lost, whether as one of 110 teachers, or one in a year group of 400.

Despite its size, the Hewett was a very personal school, marked by strong friendships and straight speaking. A school where anyone with enthusiasm was encouraged to share it. An outward looking school, tapping talents in the local community and beyond — and going out of its way to share its time and energy widely.

Where else could I have helped to conduct a carol service in which some 300 students and staff were taking part as musicians and readers? Where could students have had such a range of opportunity, both to participate, and to share the experience of others? A choir from Madrid. A visit to America. Musicians to Austria. At the other end of the spectrum, the steady visiting of the elderly and the handicapped, the fortnightly Senior Citizens' Club, — some of the fourth year activities which came under the wing of my department.

Above all, people — not all highly intelligent, but all willing to be interested; willing to aim high; willing to help others. They made the Hewett an encouraging though demanding place in which to work. It was a memorable experience, and one which has helped me through a deputy headship overlooking Heathrow, to a headship at Nacton Heath High School in Ipswich.

**GRAHAM KELLETT writes:—**

My fondest memories of the years at Hewett will always be about the people I worked with — schemes to be 'got off the ground' may have faded like castles in the air, but what is left is an enduring memory of being part of a body of fascinating people each of whom could be the subject of a booklet of his/her own.

Like the marvellous middle school staff room atmosphere when the door would be thrust open and the word 'challenge' would precede Dennis Johnson's

entry to the table-tennis table . . . . and then the women rebelled — the table disappeared and things were never the same again.

Of Trevor Machin — fireman and ambulance driver — living proof that not every Cambridge graduate was an Anthony Blunt in the making.

Of Ed Jones who brought such energy and life to the upper school staff room that it almost caught fire . . . . and his daughter Merryn — a real poacher turned gamekeeper now with an M.Sc. in psychology.

Of Jack Nobbs and his parties at which I first met the best looking front row I've ever taught — Angela Todd, Susan Took, Glenda Stamp, Jackie Endersby, Bridget Davies et alia.

Of Pete Gunnell who was sadistic enough to introduce me to golf and of Bill Dalgleish who was sadistic enough to prove to me I would never be any good at the infernal game — every time I played him.

Of the history department — inevitably the best run, most successful department in the school — a veritable "Ministry of all the Talents" or as Jack Nobbs might say "too many chiefs and not enough Indians".

Of certain events like school plays, and King's College concerts, of plastic covered swimming pools which really did get off the ground! I suppose that was the "Hubris of Hewett" — there were plenty of challenges to broaden one, or tear one apart depending on one's constitution, and in the end this is my final memory of Hewett in those years — an entirely stimulating place to be — never a dull moment whether by accident or design.

And after Hewett? — well I'm sure in my first year as a Deputy Head at Manshead Upper School in Dunstable I suffered from something like post-operative shock — post Hewett hallucinations — only 1100 pupils, only one staff room, only one head of school! After two years I was appointed first deputy, and in 1980 I was fortunate enough to be appointed head — the first major promotion I had without moving house and area. I don't know whether I can say that I have arrived — but I've certainly travelled, and Hewett was the most spell-binding of the stopping points along the way. My thanks and best wishes to all who were there in 1970 - 76, and especially for the chance for an affectionate reminder of so many who worked there.

**HOWARD NORTON writes:—**

Eleven years is a large slice of a person's working life — that's the length of time I spent at Hewett. In 1970 I joined the newly established Hewett Comprehensive as one of the "new boys" after completing a year's study at Oxford University and with some four years of comprehensive experience in an Oxfordshire school behind me.

My time at Hewett proved to be demanding and challenging, yet very satisfying. Much was accomplished through team effort. During the first few years our efforts concentrated upon launching the new school. By the seventies we concerned ourselves with

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consolidation. By the end of the decade we were able to record many of the achievements of a thriving forward looking school on film for posterity.

Hewett goes into the eighties but I have made my home elsewhere as Head of Costessey High School, here in Norwich. I hold happy memories of my time at Hewett, of fellowship and friendship with pupils and students, parents and colleagues. As a former member of staff I wish the school continuing success.

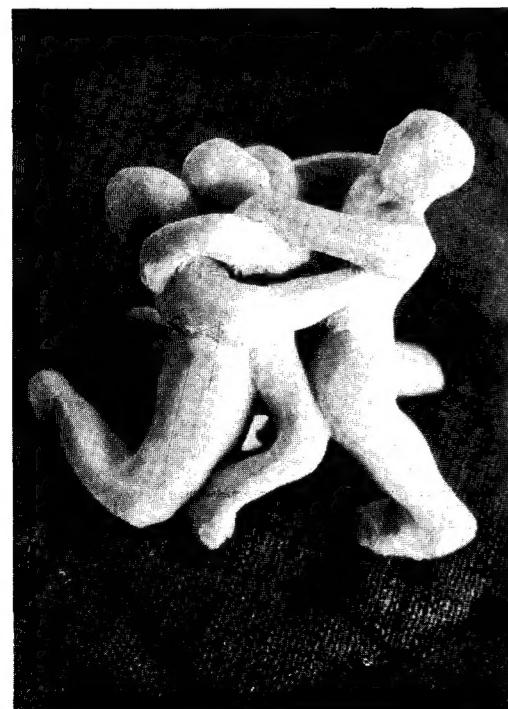
**JANICE NORMAN writes:—**

When I was appointed to the post of Senior Mistress at the Hewett Grammar School in 1968 I came in the knowledge that the city of Norwich was preparing a complete reorganisation of its secondary schools. However, it was with a little trepidation as well as excitement that I learned that the plan for the Hewett School was to be amalgamation of three schools to form one of the largest educational establishments in East Anglia. Now, looking back over the years to 1970, I realise how privileged I am to have been so closely

involved in both the success of a system and the success of a school. I was able to participate in the planning for the new Hewett School, assist in the implementation of those plans and witness their consolidation. The introduction of comprehensive education was for me to find its justification in the expansion of opportunities for young people in the city. This, measured by examination results, numbers of pupils in the sixth form, numbers taking up places in establishments of higher and further education and diversity of employment, has clearly come about.

There are many memories I shall treasure of the Hewett School; my association with the sixth form, the many highlights in music, sport and drama, participation in school journeys, but above all I shall remember the atmosphere of warmth, friendliness and consideration created by both staff and pupils. As I go forward to head my own school at the Heartsease Comprehensive, I am conscious of my great debt to the Hewett for my professional development and for fourteen very happy years spent as a member of its staff.

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# Messages from Past Scholars

PAUL MITCHELL — (1965 - 72)

How time flies! It just doesn't seem possible that I left Hewett some nine and a half years ago. In August 1972, I left Norwich to take up a post in the civilian staff of the Metropolitan Police prior to joining the uniform branch following my nineteenth birthday. Whilst my workmates were very friendly and the work initially interesting, I soon got into the 9 to 5 routine of office work which wasn't really my idea of having fun.

So, after six months as a "civvy" I joined the Regular Force in March 1973 and for the next four months the Training School at Hendon was to be my home. I must confess that for the first couple of weeks I wasn't sure whether I had made the right choice what with all the pressing of uniforms, short hair cuts etc., but as the course progressed I began to enjoy it more and in retrospect it was quite an acceptable experience. Upon completing my sixteen weeks initial training I was posted to Bow Street — the first "nick" in London — in the heart of the West End.

The first two years as a constable are spent on probation. My probationary period was much the same as any other PC's — spent mainly pounding the beat, which really is what police work is all about — meeting the general public out on the streets. However, I was fortunate enough to serve three months on a murder squad investigation.

Upon completion of probation the door is open to specialise in one of the many branches of the Metropolitan Police: dog handling, traffic patrol, mounted branch, special patrol group or, of course, promotion to sergeant. Whilst the idea of having three stripes on my arm appealed to me, my ambition was to become a class 1 driver. I passed my standard car course with two and half years service and two years later became a van driver. Then in March 1980 my ambition was realised when, after six weeks of training, I became a class 1 driver — the greatest moment in my career to date.

I have been a constable for almost nine years and I now consider myself ready to study for promotion which, with a little bit of work, I hope to pass in 1982. I have enjoyed tremendously being a PC with all the variety that the position brings — the glamour of the film premiere, the pageantry of the royal occasion, right down to the squalor and destitution of the vagrant sleeping under Charing Cross Station or the drug addict lying unconscious in a doorway.

I have recently completed a six-weeks instructors' course at the Driving School, Hendon. Having been trained to drive at a very high standard I hope that I will be able to pass on some of my driving experience to other police officers.

The song says "A policeman's lot is not a happy one." but I can honestly say that I have not found this to be the case. As in all walks of life if you are keen to do your best and are conscientious in carrying out your duties

the job is demanding, exacting but nevertheless satisfying. I look upon my job as one of service to the community and, consequently, find it very rewarding and exciting.

In conclusion: Congratulations Hewett on reaching twelve years as a comprehensive. I spent seven happy years with you and saw the transition from grammar to comprehensive and was proud to have been one of your pupils.

IAN PAUL (1968 - 75)

One of the most important things any journalist can have is confidence. After all, as I've found to my cost, it takes a certain sort of cheek to 'phone up someone you've never met before, announce you're from 'Nationwide' ("no madam, **not** the building society") and demand to know all about this skateboarding duck they're supposed to have. Fortunately, facing the massed ranks of the Hewett was if anything more frightening than explaining to an irate viewer why it's not my fault I looked all green on her set last night (well, not entirely my fault). Surprisingly, there's not much difference between being at the Hewett and working on 'Nationwide', 'Look East' or 'Weekend'. You still get shouted at for not handing your work in on time, you still get criticised for the clothes you wear ("Not that shirt, Ian, it makes the studio cameras go wonky") and I can't honestly say that BBC food is any better than school dinners.

I was at the Hewett from 1968 to 1975. After that I read philosophy, politics and economics at Christ Church, Oxford, where I got a second class honours degree. I then joined the BBC, working for 'Nationwide' in Norwich, which was followed by stints on 'Look East' and 'Weekend'. I have recently worked for the BBC in Bristol on a series of six programmes with Alan Whicker — "Whicker's World, the first million miles".

STEVE UNWIN (1969 - 76)

My secondary education spanned the years from 1969 to 1976 and I therefore saw the Hewett School change from a grammar school to a comprehensive school. The transition was remarkably smooth and had little effect upon the standard of teaching I received. The "new" school provided a wide range of facilities and with sufficient determination much could be achieved. I was fortunate enough to be accepted to read natural sciences at Cambridge University and whilst there I was able to broaden my education and take advantage of the many opportunities provided by life in Cambridge. After graduating, I moved to London and took up employment as a trainee in a small firm of patent agents. My work involves patents and related intellectual property fields and is concerned with a peculiar combination of technical and legal disciplines. I am hoping to take the British and European Qualifying Examinations in the profession during the next two years.

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#### DAVID ALLEN (1969 - 76)

Having spent only one year at the old Hewett grammar it was difficult, and perhaps futile, to compare this and the new Hewett comprehensive. The new school offered not only a wide range of excellently taught academic subjects, but extra-curricular activities to satisfy even the most obscure of interests. My own interest was music, which involved the orchestra, windband and choir. My fondest memories of the Hewett remain the orchestra and windband trip to Koblenz in 1973, and the final "act" of my school life, the choir trip to Vienna in 1976.

After leaving the Hewett, I spent three years at Pembroke College, Cambridge, from where I graduated with an honours degree in natural sciences. Since then I have worked as a graduate engineer with BICC, a large electrical engineering organisation, and, since last August, with AMP of Great Britain. My present job involves the design and development of electrical connectors and interconnection systems.

#### KAY BURTON (1970 - 77)

I attended the Hewett school between 1970 - 77, and since then I have graduated in psychology from Dundee University.

During my time at school, academic standards were high and most of my friends (with many of whom I still keep in contact) went to either college or university. However, things I remember best about school are not the work or exams, but the concerts, plays and reviews in which I always enjoyed taking part, and my parents enjoyed coming to watch. I sometimes wonder if my parents didn't enjoy my time at school more than I did. There were social evenings and open days for them and I think because of this my parents felt as much a part of the school as I did.

The thing I enjoyed most about school, however, were the trips abroad to places such as America, Koblenz and Berlin, and also the choir trips to Czechoslovakia and Vienna. (I will never know how the choir managed to sound so good, when we had probably only begun learning some of the songs a few weeks beforehand).

I enjoyed my time at school and I know that compared to many people I am lucky to be able to say that. I'm now working at the Slessor Youth Project with problem children of all ages, and if only they were given the opportunities that I had at school there might be no need for workers like me.

#### JOHN W. WILLIAMS (1970 - 77)

Owing to an administrative hiccup in the brand new comprehensive system, I nearly did not even get to the Hewett School. So far, I don't regret my parents' fight to secure my place there. After taking 'O' and 'A' levels I worked for a year with Thorn-EMI Electronics in London, the company then sponsoring me at Christ Church, Oxford, where I obtained a 1st class degree in physics. Since then I have been working as a research/development engineer at Thorn-EMI.

I think that the most significant contribution of the school to my achievements was the ability, dedication and enthusiasm of the staff. This generally extended to extra-curricular activities. These features have been noticeably lacking in those responsible for my higher education. Fortunately, the school did not indulge in the dogmatically progressive idea of comprehensive education with a total lack of streaming. The system in the Hewett afforded one the best of both worlds: education at an optional level to suit one's abilities and inclination but a chance to mix socially with children from a wide variety of backgrounds.

#### SARA HUMPHRIES (1971 - 79)

Panic has just set in as I'm in my final year at Southampton University reading biochemistry and physiology and recently I have been filling in endless job application forms and trying to put together a curriculum vitae.

It wasn't until I sat down and wrote a list of all the things I had done, that I realised how much I achieved at school. Since I joined the Hewett in 1971, I have been to many places and done some really interesting things. I've visited France, Austria and Germany several times, working and playing in orchestras, windbands and choirs. Even when it came to hobbies it didn't dawn on me until then, that they had all originated or had been enthusiastically encouraged at school.

I was never a very good academic (many will vouch for that) but at least compared to everyone else I had quite a lot I could talk about at interviews. They always asked me about my school and then I was in my element. By the way I have the job I wanted and I start in September. I can't wait.

Thank you. I only hope my future will be half as eventful as my time at the Hewett.

#### MAX ROESSLER (1973 - 75)

When I entered the Hewett sixth form in 1973, I had spent the previous seven years in Holland, following a completely different education system. Nevertheless, the transition to 'A' levels was made considerably easier by the help of the Hewett staff and the wide range of subjects to choose from.

During the next two years, I was given the chance to visit an Oxford college and subsequently encouraged to sit the Oxford entrance exams. As a result, I went to Christ Church to read law and had a very enjoyable three years.

After graduating in 1978 and attending the College of Law at Guildford, I obtained articles with a firm of solicitors and qualified as a solicitor in 1981. Since then, I have decided to specialise in litigation and am now working in private practice for a firm of Norwich solicitors.

#### SUZY ROESSLER (1973 - 78)

Arriving one summer term after spending several years in Holland, I was given enough help to settle down quickly in what was, at the time, the rather unfamiliar environment of an English comprehensive school. Staff and administrators were very accommodating when I asked to take 'O' and 'A' levels in such a strange subject as Dutch.

The sixth form provided my most pleasing memories. When it was suggested that I try the Oxford Entrance Examination in 1977, I was delighted to obtain a place at Wadham College, Oxford, to read modern languages, not least as it formed a small "reward" for the unfailing encouragement, patience and sheer dedication shown to me for French by Mrs. Clayton, in particular, not to mention the support given to me by Dr. Roy and other members of his staff.

On the cultural side, the Hewett has acted as host to many foreign visitors. A link I formed in 1974 when the Prague choir came to Norwich has recently been revived as a result of a brief holiday on my part in Czechoslovakia last summer (1981). When the senior choir participated in the International Youth Music Festival in 1976, it gave me the unforgettable experience of visiting a capital like Vienna.

After taking finals in June, I go on to train as a teacher of French and German in September 1982 and hope to enjoy that stage as much as I did my time at the Hewett.

#### GEOFFREY WHILEY (1973 - 79)

There's no point in pretending that I never think: "Am I sitting in this palatial room at Christ Church, filling in applications to do postgraduate research, solely because I attended Hewett? Surely I might have won that exhibition (now a scholarship) to read physics from any other good school".

It's impossible to tell — just as it was impossible to predict back in 1973 when those other forms had to be filled in to choose a school. But it was to Hewett that I went from Colman and from there that I came to Oxford in 1979. What for any other school is a "might have been" is, for Hewett, a "was".

Some things are, of course, easier to tell. I'm sure I'd not have been to Bremen (Orchestra and Wind Band, 1975); not to Vienna (Senior Choir 1976/77) with another school. The BBC? Maybe, but certainly not Austrian TV!

Perhaps, though, I could have crushed six years at another school into my allotted 150 words . . . .

#### SIMON HEIGHS (1973 - 80)

School days are traditionally deemed to be the happiest days of our life — a wicked little myth really, not surprisingly perpetuated by the smug middle-aged who are well out of its irresistible clutches. But I must admit that having reached the dizzy heights of my second year at Lancaster University, I still retain very pleasant memories of my school life.

The thing that perhaps stands out most in my mind is that we were always encouraged to be involved and active. From the 'Hobbies Fair' of my second year, form assemblies, numerous concerts, excursions abroad, school plays and reviews, through to work on the sixth form committee — the list is endless! The wealth of opportunities available to us, the encouragement and above all the interest shown in everyone as an individual and not just another exam statistic — will not be forgotten.

Music was really my chief interest, and it always played an important part in school life generally. With the choir we did a great deal of valuable work, not only getting to know a tremendously wide repertoire, but we also made records, sang in London before royalty, competed in national competitions, and travelled regularly to Vienna to engage in international music making. These experiences will certainly stay with me for the rest of my life.

#### SUZANNE WELLS (1971 - 78)

I was a pupil at Hewett from 1971 - 78, during which time I was able to pursue avenues of interest (inside and outside the classroom) that equipped me for both university and the outside world. While not wishing to dismiss as unimportant the 'O' and 'A' levels eventually gained, I would like to emphasise the all-round quality of education I received.

My entry into lower school at twelve did not constitute the reduction to conformity I had feared. Rather the supportive tutorial system ensured that I felt that I mattered, and could confidently find my own place within the school. I think that a growth in confidence was the key to my happiness at school. I gained academic confidence, confidence to explore available sporting and creative activities, to form and maintain relationships, and to take on the rights and responsibilities of the older pupil. Thus, on leaving, I possessed the autonomy, motivation and qualifications to take me on to the next phase of my life. I remain grateful for the part played by Hewett in my preparation for adulthood and university. Now established in the initial stages of what promises to be a challenging career I fondly recall my years at Hewett.

NICHOLAS CAINE (1974 - 80)

In a large, co-educational school like Hewett it is possible to pursue a wide range of subjects and extra-curricular activities in lively and varied surroundings.

I found this out during my years there, when I developed many lasting interests, especially music. I was encouraged to join the senior choir and windband, and soon found it possible to branch out into music outside school and develop it at university. I look back fondly on two trips to Vienna with the choir in 1979 and 1980. All this provided important experience which was coupled with sound academic guidance and encouragement.

When I left school I worked for a year before taking up my place at Girton College, Cambridge. The experience has been varied, but I seem able to cope with most situations I meet. Surely this is the test of a proper education — not just a training for examinations, but the provision of general experience of people and life outside school, thus fostering self-discipline and confidence.

## **Messages from Past Pupils / Present Teachers**

To be frank, I was apprehensive about accepting the offer of my first ever appointment, to the Hewett School. It is a comfort to be in familiar surroundings, with familiar faces, but the circumstances were now very different. I was to join the other 'camp'! Having been known as "young Harvey" for several years, was it now possible to be accepted as a colleague by the staff who remembered me this way? My doubts were completely unfounded. The welcome I received was something of a relief, and soon I felt at home once more.

This does not mean the place was unchanged. In my absence the comprehensive integration of grammar and secondary modern pupils had been fully realised, providing the wealth of space and facilities of three well-equipped schools for all to enjoy. It seemed hardly possible that such a vast and complex establishment could have retained the elements that gave me, and other former pupils, a sense of belonging.

*Steve Harvey*

I am in debt to the school for a variety of reasons. As a pupil it gave me what I consider to be a sound education, assisted in the development of my personality (others may not be so grateful for this), encouraged my questionable sporting abilities and directed me towards a profession.

As a member of staff it has guided my steps in the first years of teaching and for this I am particularly indebted. I enjoyed most of my days as a pupil and I enjoy most of them now as a teacher.

*Ian Hawthorne*

When I returned to Hewett after an interval of six years, I was often asked if it felt 'odd'. To my surprise as well as that of those who wondered, my answer had to be, no, it did not feel strange. People change, and I hope I have changed since I left school; schools change, but the Hewett seems not to have changed for the worse. It has adapted to the times, as a school must, but it carries through much of what distinguished it then and has gained in other ways also. Returning as a teacher has shown me, I think, what the school is for. When I was a child, I thought as a child. Now I think as a teacher and can appreciate more fully the school's qualities, which, looking back, I can trace in my own career as a pupil. Hewett says that it cares, and it does. It gave me, as a child, the chance to feel that I was (almost) adult; it gave me a chance to act; to learn; to argue; to listen.

Now I can appreciate what it takes to give fully such chances as these and many more, and I am glad to be able to give back as a teacher what as a child I took.

*Teresa Evans*

PAUL GRIFFITHS (1979 - 81)

My sixth form at the Hewett was both productive and enjoyable. I moved to Hewett from Hamonds in Swaffham, looking for 'A' level economics and better teaching. At Hewett, especially with Karen Hancock (now moved to Strathclyde University) the economics course was probably the most advanced and interesting available. And who but Mrs. Wheatley could leave you reading Chaucer for pure fun!

I doubt if anywhere else I would have joined Mr. Norris' philosophy tutorials which helped me to win an exhibition in that subject to Trinity Hall, Cambridge..

At present there are three 'old Hewettians' at Cambridge — this is not enough! Anyone at Hewett with a little self-confidence, who fancies three thoroughly enjoyable years, and some superb company, would be well advised to have a shot at the exams!

# **Hewett School Association**

### **DAVID HAWKES writes:**

Right from the start of the Hewett Comprehensive School the need for an active parent and teacher partnership was recognised as being an important aim. This need has been met by the Hewett School Association.

What is the H.S.A? It is an annually elected body of parents and staff working together in four committees. Three of these are known as hall committees identified with the lower, middle and upper schools. The fourth committee is called the H.S.A. Main Committee and is composed of one parent representative from each of the year groups on the hall committees plus staff representatives. The main committee, chaired by the headmaster, can be considered to be the most important consultative body of the four but each one of them provides parents and staff with a forum to raise any item of their choosing; no subject is barred.

In looking back over ten years has it proved its worth? The answer must be yes! The association has debated many serious questions of concern; it has been effective in raising funds and promoting social events too.

On the serious side the H.S.A. has discussed and given an opinion on changes in the school curriculum, school dress policy, sex education, careers, changes in educational resources, school premises, road safety, bus arrangements, and the perpetual pupil problem of homework! The association welcomed, very early on, the appointment of a 'parent' school governor.

Fund raising has inevitably played a major part in H.S.A. activities. In addition to the time-honoured jumble sales and Christmas draws there have been large-scale beach sponsored walks, summer fetes, musical concerts in St. Andrew's Hall, lower school "At Home" days (always very popular) and many others. Once a fund raising project has been agreed on there has always been an active response from association members, not least the staff representatives, in making the activity a success.

The money raised has been put to good causes — a permanent cover for the swimming pool, two minibuses and a sixth form centre costing £5,445. As well as the large projects there have been many instances of support for smaller, but nevertheless worthwhile, school causes such as funds for needy cases, rugby jerseys for the Hewett School XV, closed circuit television for the P.E. Group and contributions towards school journeys.

Social events have not been forgotten. For many years a small number of people have enjoyed the benefit of belonging to the H.S.A. Swimming Club. Caribbean evenings, a country and western evening, a barbecue, the splendid musical concerts involving the school orchestra, the wind band and the school choirs — these are some of the major promotions which have delighted large numbers of parents, staff and friends. Smaller functions, equally well appreciated, have been arranged including a guided tour of the cathedral, a talk on and tour of the city's floodlit buildings and a lecture, complete with tasting, on home made wines.

Of course it would not be sensible to give the impression that everything the H.S.A. has become involved with has been a success. There have been disappointments. Many desirable things have been discussed and pursued but for reasons, both financial and otherwise, no progress has been possible. It is encouraging though that each year sufficient parents and members of staff have been willing to serve on the committees of the association. It has been well served by its members and officers in the past and there is every reason to believe that the working partnership, with the common aim of achieving what is best for Hewett School, will continue to prove successful in the years to come.

### **KENNETH JONES writes:**

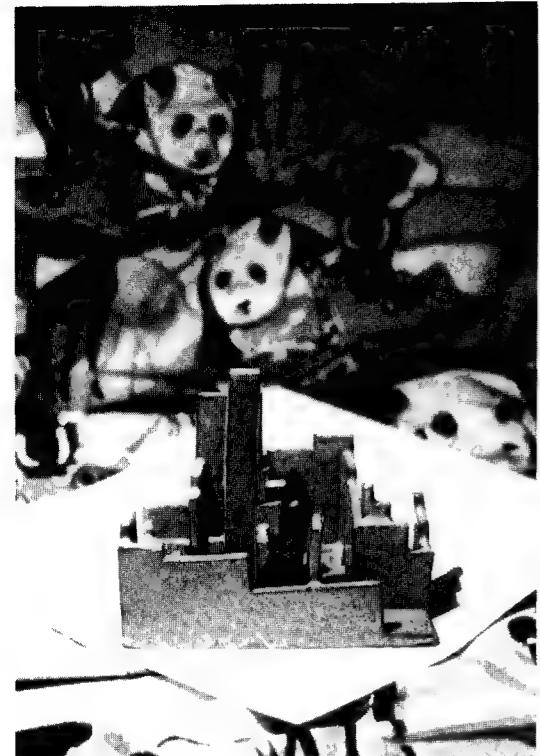
The H.S.A. is not merely a fund raising body, but without some finances projects essential to the School could not be carried out. One particular project was the provision of additional sixth form accommodation to cater for the increased number of pupils staying on at school who were desperately short of private study facilities. To relieve the problem a port-a-cabin type of building was purchased and erected. Some money to pay for this was raised by the sixth formers themselves by holding discos and other social functions. The association was grateful for the financial support and particularly impressed by the helpful attitude of the pupils.

The school minibus was replaced in 1979. This form of transport is essential and plays a significant role in the life of the school; many educational, social and sporting activities take place away from the school site.

Congested traffic problems existing in Cecil Road have caused great concern about the safety of pupils leaving the site at the end of the school day. In the absence of any money being made available by the Local Education Authority the H.S.A. has decided to take positive action to finance the provision of a purpose-made waiting area on the school grounds where pupils can wait in safety before boarding special buses. This work will be completed in 1982 and should ease what has become a dangerous risk situation.

The H.S.A. has been involved in many other minor though equally important aspects of the school's activities. Whether projects have been great or small, need financing or perhaps just parents' time, the paramount feature has been to maintain the high educational standards set by the school and the welfare of all the pupils. It is up to parents to ensure this continues.

It would be remiss not to mention the very strong support and consideration given to the H.S.A. by the School Governors; for this the association is grateful.



*Nigel Herwin  
'A' level ceramic form "The City"*

*"Panda" fabric print — Andrew Frostick*



*Graham Durrant 'A' level Ceramics  
Portrait Head*

*Fabric — Claudia Catt*



*Graham Durrant  
'A' level ceramic form developed from the study  
of the Monstera (Swiss Cheese) plant*

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# Modern Facilities at Hewett



*Motor Vehicle Course*

Motor vehicle group, "Driving Experience"  
with Mr. Murdoch



*Child Study*

Tracey Fisk and Sara Humphreys  
with Tracy Turner (centre) from Harford Manor School



*Technology Room (A99)*

Mr. Benson  
Mark Easter (4F)  
Michael Harwood (4G)



*Language Lab.*

4Y(05) using the Language Lab.  
(a French C.S.E. group)



*Computers*

2Y<sub>2</sub> Using the Computer (B26)

# SELF-HELP in ACTION

A working party under the chairmanship of Mr. R. Tomlinson was set up to improve the exit from school at 4 p.m. in the Cecil Road area. Particular emphasis was laid upon the safety of pupils, the siting of the bus stops and control of the pupils waiting for buses. A series of proposals was made and tested, the most viable ultimately proving to be the creation of a mini bus-station at middle school entrance. This would involve all the special buses stopping at that gate on the school side of the road together with the establishment of bus queuing rails on the school site. Estimates were obtained and found to be in excess of £5000 (February 1981 prices). As financial support was unavailable from the Local Education Authority, the school was forced to fall back on its own resources.

Mr. Benbow, our counsellor, and a man of enormous practical skill, has utilised his local knowledge, his pupils and his energies to help bring this project to fruition. Acting on the advice of Mr. Roy Howland of the architects' department (the support of whom throughout this project has been invaluable), we were able to purchase second-hand galvanised pipe of excellent quality for a fraction of the estimated price as new. Plans were drawn up, submitted and approved. Having received the go-ahead from the education committee, it was decided to approach good friends of the school at May, Gurney for technical advice and assistance. This was immediately forthcoming in large measure and we owe a deep debt of gratitude to the firm for their whole-hearted commitment to our project. They made it possible for the queuing area to be completed in a thoroughly professional and competent way — both boys and staff learned a great deal from the experience of co-operative action.

The concrete foundation has drawn many admiring compliments from professional people, parents and pupils who have watched the scheme gradually reach fruition from its trial run on the grass with rope lanes. We must also extend our thanks to Ready-Mixed Concrete and Atlas Aggregates, who were most generous in their dealings with us.

The project, having been completed shortly before the summer term ended, has allowed the existing pupils to familiarise themselves with the new arrangements in preparation for the new academic year 1982/83. We are pleased that we have been able to reduce the hazards that our pupils have faced over the years and are grateful for the spirit of co-operation which has existed between school, parents and local civil engineering firms.

W. J. MOORE

First Deputy Head  
July 1982



Mr. Dick Catt with pupils in the school's first mini bus

# MUSIC at HEWETT



Part of the Hewett Orchestra during one of the annual carol services at St. Peter Mancroft

Over the years since Hewett 'went comprehensive' instrumental music in the school has become increasingly important, while the choirs have become firmly established; the intermediate and junior singers for lower and middle school pupils, and senior choir for the upper school.

The orchestra and windband have made considerable progress in standards of technique and general cohesion, so that their repertoire is now chosen from a wide range of standard works and arrangements rather than drawing on those works arranged specifically for school orchestra or band. Reference to the list of works performed will readily confirm this.

Both groups contribute regularly to the musical life in the school, but they have also on numerous occasions given performances elsewhere, for local churches, and other organisations. On two occasions the orchestra has provided the music for special services in Norwich Cathedral.

Almost certainly, the highlights of the past years, for those who participated, were the two trips to Germany undertaken by some 60 - 70 members of wind band and orchestra — to Koblenz in 1971 and to Bremen in 1973. On these visits, several concerts, all of which, were well received, were given to varied audiences in and around the two cities. We were also able to enjoy the surrounding countryside, including the Harz mountains,

and, as we were staying with German families, we were able to make new friends and experience a lifestyle different from our own.

Another important event was the making of a record of some of the music from a summer concert. The recording session took place in St. Andrew's Hall — in itself a new experience for our players, — and the recording itself was produced by the technical engineer of U.E.A. This resulted in what is a very pleasing record of the achievements of the band and orchestra. It may also have had something to do with the fact that in subsequent years we were to mount three major concerts in St. Andrew's Hall with all branches of music in the school being represented. Each concert ended with choir and orchestra joining forces — first in music from *Messiah*, next in the exciting choral and orchestral versions of 'The Polovtsian Dances' and last in music from 'The Mikado'.

A very successful production of Britten's 'Noyes Fludde' was presented using mainly pupils from lower and middle schools, with participation from staff members and senior orchestra. The intermediate choir was established as a valuable contribution to school music, a role it continues to fill, both in presenting concerts in its own right, and as a training ground for pupils as they go up the school.

The senior choir has continued to be an important part of school music, and like the other groups it has given concerts both in and out of school. For several years now it has regularly travelled abroad, most recently visiting Vienna where a section of the choir has taken part annually in the festival of music for youth.

Taken overall, school music is flourishing, but there is no room for complacency. We can, I think, be proud of the musical standards and reputation we have achieved, resulting in the many pupils who wish to join the school at least in part for its music. Such standards can only be achieved or maintained by the continued hard work and dedication of staff and pupils alike, and we are very appreciative of the loyalty and support we receive from the pupils — and their parents, who help with our efforts in many ways, from organising to singing, or for providing transport or beds! Long may this happy state of affairs continue.

Now, in 1982, we are looking forward to establishing a regular musical exchange, both choral and orchestral, with a school in Austria, and the expansion of our activities in that direction — while of course maintaining our established programme of musical events in school.

Finally, we may take pride, I think, in the fact that a number of our players at the moment hold senior positions as section principals in the Norwich Students' Orchestra. We hope that many pupils whose musical activities began in school will continue to enjoy the fruits of that experience for the rest of their lives.

Colin Clouting

## LIST OF WORKS AND COMPOSERS:

Symphonies, or excerpts, by Schubert, Haydn, Mahler, Berlioz  
 Overtures by Herold, Weber, Beethoven  
 Suite from Carmen by Bizet  
 Ballet music from Nutcracker and Swan Lake by Tchaikovsky  
 Music for the Royal Fireworks by Handel  
 English Dances by Malcolm Arnold  
 Peer Gynt Suite by Grieg  
 Other works by Elgar, Copland, Coates, Strauss, etc.

## The Senior Choir

The senior choir has been singing for 21 years and in those years there have been many highlights of music-making with our young people who pass through the school choir, and pop up again in university and festival choirs, and more recently in an old students' choir called the Barn Singers.

In the early years, the choir sang in the local County Music Festivals and in many charity concerts. The three records the choir made were exciting, and I remember the thrill of the first record coming out just in time for Christmas. The annual carol service at St. Peter Mancroft Church is a particularly heart warming experience, and, as I look at the choir, with their alive faces and shining hair, I know how important creating music is for all of us.

The yearly choir trips — beginning with Llangollen, Luxembourg, Switzerland, Holland, Prague and for the

last six years to the International Youth Festival in Vienna, have added a new awareness of the professional standards of music needed today, and as we join with other choirs, and sing our Haydn, Mozart or Schubert Mass in those lovely Baroque Churches we become part of a tradition in that lovely city. Various appearances on local and national television have added interest to our weekly rehearsals, and have been fun. We have enjoyed singing on 'Songs of Praise', and in the Hilton Hotel as part of a national competition, where I confess the biggest pleasure was the wonderful meals served by waiters in white gloves!

The choir should consider itself lucky to be part of the Hewett School where its continued existence and vitality is encouraged, suffered sometimes, and always supported by the Headmaster and staff.

Eileen Last



Eileen Last conducts the Hewett School Senior Choir

# DRAMA

There is an established tradition of at least two productions each year, involving pupils of all ages both as actors and for work backstage. Usually, the sixth form produce a review or pantomime, written by themselves and presented late in the autumn term. Members of staff are often requested to act in these productions, so their popularity is assured.

At the end of the autumn term, the lower school pupils perform a Christmas entertainment, generally consisting of a play or excerpts, plus music. Occasionally, lower school pupils have performed a play in a local park, in the summer term for an invited audience from adjacent first and middle schools.

The major production of the year takes place in the spring term, and a variety of plays has been presented over the past twelve years, ranging in period from medieval times to the present day, some in period costume, others in modern dress.

**The Doctor and the Devils** based on the life of Burke and Hare, the Scottish murderers, and scripted by Dylan Thomas was an interesting first venture. It involved a split-level set with correspondingly complicated lighting. There were many crowd scenes and part of the cast doubled so that performances differed slightly each night.

This was followed by a most unusual play **The Skin of our Teeth** by the American dramatist, Thornton Wilder, and again entailed complex sets and scenery. Sound effects and lighting, particularly in the exciting yet comic storm scene, were noteworthy, as were the performances of Ian Hawthorne and Teresa Rickwood, both now members of the teaching staff.

Theatre in the round was the next venture, and the play, **The Crucible** by A. Miller, gained considerably from the proximity of the audience. The stage was specially constructed on the lower level of upper school hall. No scenery was used and the minimum of props. Costumes were in grey, black and white. Demands on the large cast of young actors were considerable, yet a most moving performance was given.

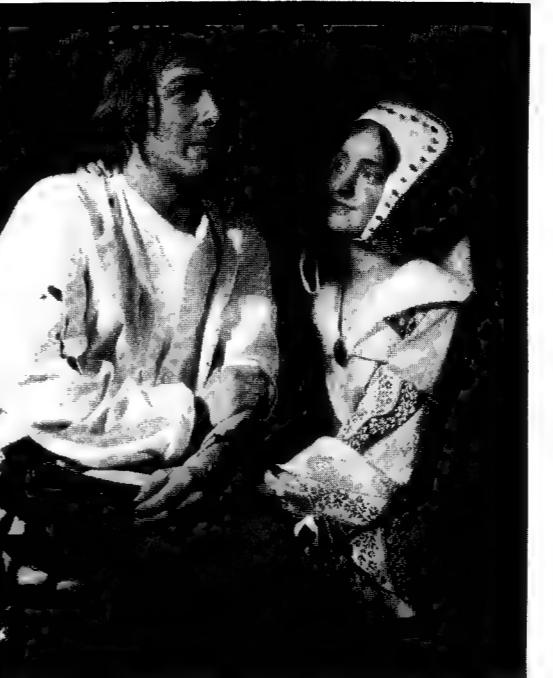
*The Crucible* by Arthur Miller



*The Imperial Nightingale*

A complete change of mood the next year was the highly entertaining Miles Malleson's translation of the seventeenth century French dramatist Molière's play **The Imaginary Invalid**. Beautiful period costumes were hired and we had an outstanding actor in the title role — Ian Paul. The art department was especially involved in the fantasy, **The Imperial Nightingale**, with colourful sets and dramatic oriental costumes and head-dresses. Special effects were provided by the science department.

*The Imperial Nightingale*



*The Loyal Traitor*

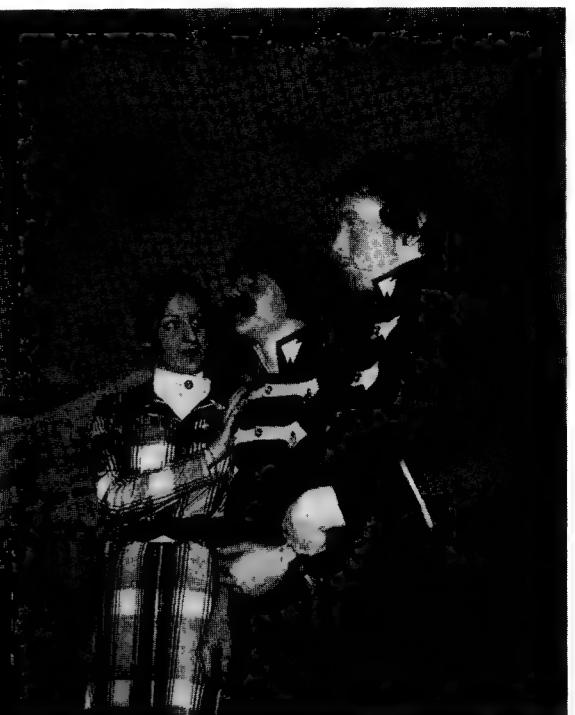
There was then a reversion to more traditional theatre with Bernard Shaw's **Arms and the Man**, this time using a relatively small cast, unlike the previous play. The costumes, all made in school, were an outstanding aspect of this production. A double bill was the choice after this. The modern comedy **The Real Inspector Hound** was teamed with Noel Coward's playlet, **The Red Peppers**, with a view of life back-stage. The latter necessitated slick dance routines for which the producer, Ian Macro, worked very hard. A live dog was incorporated in **Inspector Hound** and there were excellent characterizations of the odd people in this Tom Stoppard play.

Mr. Macro took sole responsibility for the next production, again a contemporary play performed in modern costume. This was **Five Finger Exercise**, a tense family drama with an intriguing split set involving a gauze.

The only play-wright we have selected twice is Molière and this time **The Miser** was chosen, a comedy about avarice. Period costumes and wigs were hired to enhance this and we were fortunate in being able to borrow antique furniture too.

A complete change was an entirely new venture into a modern musical drama, written especially for schools. This was **The Dracula Spectacula**, based on the famous legend and containing lively musical items. Dance and dance drama is also incorporated so that with all the special effects and costumes there was something for everyone's tastes.

The following year we decided to write our own play, choosing the subject of the medieval local hero, Kett. Many after-school sessions were held in which prospective members of the cast improvised scenes and worked on characterization, while Ian Paul made notes. Eventually, he produced a complete script, with the apt title **The Loyal Traitor**. Kett's rebellion is a complex subject and the play cum documentary consisted of many short scenes for which we again chose the upper school hall, this time with an apron stage and also using different levels for the route from Wymondham to Norwich. No scenery was provided but back projection, the photographs taken by a sixth former, helped to set the scene. Medieval songs also featured in this considerable undertaking.



*Arms & The Man*

The annual productions are by no means the only concern of the department. Regular trips to the professional theatre and films are organised and we have travelled as far away as Nottingham and London to see productions relevant to English literature set texts, as well as visiting more local theatres.

The school has close ties with the Norwich Theatre Royal and, not only do we attend performances there, but occasionally the actors have come to us. Theatre trips usually take place in the evening to avoid encroachment on the timetable, but, once a year, a large group, consisting mainly of younger pupils, attends a performance at the theatre. Most recent was a visit to see **Jesus Christ Superstar**. Many of these theatre trips are subsidised in part by the school, thus enabling larger numbers of pupils to attend. We believe it important to strengthen the cultural element in the school and theatre-going is a significant part of that.

Joan Wheatley

# A FEW OF THE MANY FOREIGN JOURNEYS

## FRENCH EXCHANGES

The Hewett Languages Department has always been keenly involved in exchanges, and every member of staff has given willing support to the French exchange, either by going on the exchange itself or by teaching or supervising classes in order to allow other colleagues to take pupils to France. When re-organisation took place, Lakenham Girls' School was already running a successful exchange with the College Boieldieu, a mixed secondary school on the outskirts of Rouen. The trips in those days were usually led by Mrs. Clayton, with Miss Hall, then Head of Lakenham and an intrepid party organiser, or Mr. Cheeseman, who at that time was second in the French Department at Lakenham and very experienced as a courier for a schools' holiday organisation.

The organiser on the French side was a M. Leon Roy, Head of Boieldieu, supported by a series of senior French teachers amongst whom we remember with particular affection Pierre Delaunay with whom the department worked for several years. Pierre it was who helped to organise exchanges, first with the new Hewett Comprehensive School and later with a group including the Hewett, the Blyth-Jex, Wymondham and Norwich School. In this he was helped by Philippe Duclos, for a number of years teacher organiser of the Norwich — Rouen pupils' exchange scheme. Unfortunately this scheme fell through when the guiding spirit, M. Roy, retired and both Pierre and Philippe changed schools. It became obvious that the exchange with Rouen was coming to an end, and at this point — in the autumn of 1975, Dr. Roy suggested the department changed from Rouen to Caen where he had personal friends. Early in 1976, Mrs. Clayton flew over to Caen and made the first contact with the College Lechanteur — a comprehensive middle school with an age range of 11 - 16, and a headmistress, Madame Viola, who, like Miss Hall, was prepared to take a personal interest in the exchange.

In the early summer of 1976, a small party of children from Caen led by Madame Bottet and Mademoiselle Le Clouarec, came over to Norwich. It was very hot and the French party enjoyed all the delights of a really lovely early English summer — cricket on the field by kind permission of Mr. Stevenson — swimming in the school pool, and some hardy spirits even splashed their way round the track in the marathon on sports day. Norwich was much appreciated and arrangements were put in hand for the first Norwich visit to Caen, the following spring. Mr. Savage and Mrs. Clayton took a party of 23 by bus and boat over to Normandy in March 1977. It was not hot, but it was a very enjoyable visit and two more equally successful trips were to follow, organised at the French end by Madame Girouy, a highly qualified English teacher with a great deal of influence. The rest of the staff were very welcoming — especially the domestic science teacher, Madame Rose, who was most hospitable to staff and pupils alike. It was with great regret that, in 1979, we learnt that because of re-organisation on the site — the school had become an examinations centre — and difficulties in finding a member of staff able to come to Norwich when Madame Girouy had left to move to Bordeaux, the exchange would not be able to continue.

Since then we have been searching for a suitable exchange school and at last we think we may have found one — the College Sainte Marie at Antony near Paris. The teacher involved is Madame Hegy, who already has links with Norwich, and considerable experience of exchanges. We hope to exchange a small group of pupils as a pilot scheme during the last week of the spring term and the first week of the holidays. We hope the venture will be a success — third time lucky!

A. Clayton

## GREECE

1977 saw the beginnings of our 23 day treks to Greece. A similar visit was made in 1979 but the route was changed, to avoid a long, tortuous drive through Yugoslavia, to a 36 hour "cruise" from Ancona, Italy to Patras in Greece.

Our visit in 1981 began in a rush, on the day after school finished for the summer vacation. The school minibus, heavily laden, plus a car full, arrived at our first stop, Cologne — a beautiful city by the banks of the Rhine. We arrived in mist and cloud at our next resting place, Innsbruck, which nestles in the Austrian Alps. A very early start was made to our crossing of the Brenner Pass, which miraculously heralded the first of the scorching days which were to continue for the following two weeks. The minibus and car met in Rimini and after a meal and a visit to the fairground we continued to Ancona where we boarded the *Mediterranean Sea*. This luxury liner was a great success providing private suites, swimming pools, disco and excellent Greek food.

Once in Greece we travelled to Kourouta in the West Peloponnese and our first campsite. This meant an opportunity for shopping, cooking, cleaning, washing up and all the usual chores. Preparing the evening meal became a challenge to make each one better than the last. A visit to Olympia where the Olympic games began was breath-taking both in respect of the view and the temperature, especially since we were surrounded by gigantic forest fires at the time.

Sadly, we had to pack our bags and leave our friendly Greek taverna owner, Dino, who remembered us from the two previous trips. We moved to Voula, six miles south of Athens. This enabled us to make frequent trips to Athens, Epidaurus, (an enormous amphitheatre), Mycenae (an ancient fortress) and Corinth. On the way, we crossed the Corinth Canal which was rather sickening for people who suffer from vertigo.

Athens is magnificent! The Acropolis Hill by moonlight is a sight to behold, especially when we had just attended a concert given by the Viennese Orchestra in the open air amphitheatre. Surrounding the Hill, in the narrow streets of the world famous Plaka, are numerous cafes, bars, shops and markets, and Dafni provided us with the chance to sample a typical Greek wine festival.

The journey home was just as enjoyable, returning via the mountains and lakes. Riva is situated under a mountain on the northern tip of Lake Garda, a delightful resort so different from the rest of the journey. Nuremberg enabled us to visit and stay in a typical German castle used as a youth hostel. It was pleasant to soak up the atmosphere of this most interesting city, the birthplace of Durer. From there we travelled to Bad Honnef near Cologne and spent our last night together.

The sixteen young women and men from the fifth and sixth forms, plus four members of a slightly older generation, who led the party, had an unforgettable journey. Many grew up a little during the trip and we hope that their experiences will stand them in good stead for the rest of their lives.

M. Carrick / H. English

## SONNENBERG TRIP

In February 1982 seventeen students from the Hewett and Bowthorpe schools attended a nine day conference entitled "Who Endangers Peace?" at the Sonnenberg International Centre in West Germany. The centre was founded in 1953 by Dr. Roy and two colleagues, with the intention of promoting international understanding in a world still embittered by the experiences of the last war.

The conference was also attended by Norwegians and Germans, providing a varied and well balanced cross section of young people. This greatly improved discussion work and the conference material was interesting and highly relevant to us all.

The social side of the conference however provided our most valuable experiences. We lived together with people not only of different countries, but often with completely different backgrounds. Prejudices were dispelled by an amazingly friendly and completely relaxed atmosphere. We had our afternoons free for sight seeing and a trip through the Harz mountains was provided by the centre. Our activities ranged from a trip to the East/West border, to an afternoon's ice skating. Our thanks to Jim Hermiston, Keith and Carole Clayton, and Jane Tomlinson for a great time.

Sian Hughes

## AUSTRIAN EXCHANGE

Easter 1980 gave Hewett School pupils the opportunity to experience the Alpine way of life at first hand. Some thirty-third and fourth year pupils travelled to the small town of Egg in the mountains of Western Austria and stayed there as guests with local families.

This school exchange was arranged by Mr. James Hermiston with the Bundesobergymnasium, Egg, and proved a great success. During their stay there the pupils not only experienced life in this very small Alpine community, but also had the chance to attend the Austrian school.

Lessons in this school of 160 pupils proved quite different, in fact not so formal as at the Hewett, but it was the lessons learned in the Austrian homes which were to be the most interesting. Whether it was helping to make the local Alpine cheese or taking part in the birth of a baby calf, Hewett pupils were there.

The Austrian party visited Norwich in July 1980 and for some of the group it was the first time that they had actually left their home valley. Excursions were made to London, Sheringham and Cambridge and the whole venture proved very rewarding to both parties concerned.

J. J. Hermiston



Portrait of Rimbaud

Howard Clarke L6 1

## LOWER SCHOOL

As I sat down to write, about lower school, I thought back over the week which had just finished and realised how much it revealed of the flavour of life in lower school. It began last Saturday evening, May 15th 1982, with a concert given by one of our second year boys in aid of funds for the National Youth Orchestra, of which he is already a member. Not only did Alan Brind and his N.Y.O. colleague raise over £200, but they gave us an evening of great pleasure by their musical talents.

In Monday's assembly we presented a shield to the girls' swimming team, which had won the Norfolk Winter Swimming Competition, and we heard of the successes of our intermediate choir and junior singers in the Norfolk County Music Festival, the previous Friday.

On Tuesday the Recorder Consort collected two first class certificates at the festival.

On Wednesday, Rebecca and Nancy, Cromer Festival prizewinners, played a piano duet in assembly and it was the turn of the boys' swimming team to receive the Norfolk Winter Swimming Trophy. On Thursday, 2M took the second year assembly.

Friday's assembly was a unique occasion. Students from middle and upper school joined us for the presentation of all six trophies from the Norwich Swimming Gala. Not only had we won each age group for boys and girls but of the 10 records broken, 8 were ours! Prizes were also given to the winners of the Austrian Scrapbook Competition. These scrapbooks were of an exceptionally high standard, revealing ingenuity, artistic talent and literary flair but their common factor was the evident pleasure and stimulus gained from the first junior choir concert trip to Europe. The notices ended with news of a notable victory for the second year cricket team which had beaten the Norwich School by 6 wickets!

On Saturday, the rain came but failed to damp the enthusiasm and energy of Helen, Anna, Samantha, Dawn and Emma. They simply moved their garden fete into the garage of Helen's house and raised £30 for the Norwich Big C Appeal. The day finished appropriately with the Norfolk Festival concert at St. Andrew's Hall. Of the twenty selected items on the programme, four were from lower school — Stuart Childs with a trumpet solo, Martin Storey on the cello, Alan Brind on the violin and Mrs. Parslow with a soprano solo. Nor were they the only members of lower school to contribute to a most enjoyable evening. As I arrived, I was greeted by the friendly faces of Doreen, Gayle and Sally who, as girl guide volunteers, were selling coffee tickets and being generally helpful.

A memorable week — but one which was not specially chosen for this article. Many others would have told the same story of large numbers of pupils and staff involved in a tremendous range of activities during the lunch hour and after school. Clubs cater for all kinds of interests, from history to art, Christian Union to chess, craft to photography. Elsewhere, you can read the long list of sporting activities and successes, of

choir and orchestra, of foreign visits and exchanges. Our daily routine of lessons is brightened by these activities and they help us to discover and develop new skills and talents.

I can only mention a few of the highlights of the year and hope that you will read your newsletters carefully so that you can share with us in future. In October, parents, pupils, friends and neighbours of the school, enjoyed an afternoon of fun both as spectators and participants at our Hewett At Home. In December, the drama club, in conjunction with the intermediate choir and instrumentalists, produced a highly entertaining Evening With Dickens. Among humorous and memorable moments, Melissa's exceptional talent for mime stands out, but it was good to see the involvement of over 100 pupils in such a varied production. In January and February we welcomed hundreds of city parents on three evenings. On each occasion over 50 second year pupils guided them around the exhibitions, gave them refreshments, and answered their questions. It is a measure of their welcome and the information they gave, that one of those parents wrote to school the next day to tell us that as a direct result of this, he and his son had changed their minds and decided to opt for the Hewett as first choice. In the second half of the spring term, Mrs. Riches invited second and third year pupils to enter a poetry writing competition. The response was excellent and in a memorable assembly we heard the winning poems read to us. Our congratulations to Michelle, Katerina and Louise, John, Paul, Meryl and Robert. More recently, a number of pupils took part in the sponsored walk and Davina Plane astounded us by collecting over £150!

Lower school is a good place to be in, not only for all its special activities but also for the atmosphere of co-operation which is its normal pattern. Whatever our difficulties there is always someone to help us through them, whether it is Mrs. "Mac" at lunchtime, a volunteer prefect in the reading scheme, a teacher or a year tutor. As staff we appreciate our pupils' willingness to put out hymn books, to come back in the evenings to do car park duties, to guide parents or to serve refreshments. We are also particularly fortunate in having Mr. Snelling as our caretaker, for he and his wife and their team take pride in giving us a clean and pleasant environment to work in.

We have won many trophies during this year but the one which some of us treasure most is the one given to our second year 'B' football team. They were not very successful in winning matches but they were awarded the prize for having the best sporting spirit over the whole season!

As we look forward to receiving another intake of pupils, we do so with confidence that they will find many opportunities to enrich their own lives and to contribute positively to the school as a whole.

A. FORBES

Assistant Head  
Lower School

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# MIDDLE SCHOOL

Middle school is often seen as the hub of the Hewett. The school nurse, Nurse Boyd, and the school counsellor, Mr. A. Benbow, are both situated here, as are the resource and video centres and the commerce department, all filling very important roles at the Hewett. The timetable is co-ordinated here and the school office and Dr. Roy both reside here making middle school the centre of administration. As one might expect from this, middle school is always a hive of activity, perhaps the busiest and most lively part of the Hewett.

A vital part in pupil development is played here. Middle school is where external examination courses are started, so there is obviously a stress on the academic side of school life. There is, however, an equal stress on other things to allow pupils to develop in ways which suit them best individually. Middle school is well endowed with workshops for practical subjects such as woodwork and metalwork and the motor vehicle course. The motor vehicle block provides an opportunity for driving lessons not only for fourth years on the course but also for sixth formers. The school garden is also part of middle school, vital for the rural studies course and providing the opportunity of a relaxing hobby for the whole school; bee keeping can be taken up here. Money for the garden is provided by sponsored events. The liberal studies course is centred in middle school, broadening pupils' outlooks, providing liaison with the police, and allowing them to meet and help old people. Because Dr. Roy is centred in Middle school, pupils often find themselves on reception duties

welcoming important and interesting visitors, a recent example being Neil Kinnock, H.M. Opposition Spokesman for Education. Guest speakers are frequently invited to speak at middle school assemblies; variety is stressed for the lively, receptive minds of pupils here.

Middle school not only seeks to increase its pupils' experience within its walls, but it also encourages travel, organising many trips and visits of various types and distances. The emphasis in this area is on pupils' self reliance to raise money for trips: there are hopes for more cheap and affordable camping holidays to this end.

During the 1981/82 school year, middle school housed about 150 third year and 390 fourth year pupils. There were few changes of staff: the major one was Miss Howard's promotion to Head of Middle School, replacing Mr. Moore who became the First Deputy Head of the Hewett. Mr. Ames replaced Miss Howard as Assistant Head of Middle School. Mr. Brogan was welcomed to the Hewett as Head of Humanities based in middle school.

Middle school's flourishing parent/teacher committee continued its organisation of events and its activities included educational evenings, the very successful Hawaiian evening and its annual jumble sale: In all, over the year the committee contributed £300 to Hewett School Association Funds.

JOHN RICKWOOD

#### The Oak Tree

I sat 'neath the oak, near the willow tree,  
In its dark, dusky coolness . . .  
Outside this secret cavern of mine,  
The sun radiated down from the sky,  
Making the day hot and hazy.  
It searched for me through the lime green leaves,  
Like a kestrel hovering for its prey,  
The sticky, golden beams filtering down and down

through the leaves  
But it didn't find me and,  
I was safe in this green coolness which surrounded me.

As I laid down my head on the pillow of the lush summer grass,  
The oak spoke to me of its love of the days it had seen,  
It sang about the summer suns and the rippling corn,  
The larks in the sky and the dappled trees,  
Blossoms of every colour and scent,  
And the waveless summer sea.  
It spoke of the picnics and the dusty street,  
Of muslin dresses, pressed and cleaned,  
Garlands of flowers carpeting the grass,  
And the butterflies sipping nectar from lilac trees.

It lulled to me of the summer nights,  
Of crescent moons and the tranquil dark,  
Silver pools full of moonlight,  
Shadows of dark trees stretching out towards the sky.

Owls on soft feathered wings,  
And field mice in the hay.  
Dark ripples cast on stony beaches,  
Bats hanging from rooky eaves,  
Liquid green leaves glinting silver,  
And that sleepy web nature weaves.

I stayed with the oak,  
Till the sun smouldered in the sky.  
Whispering, singing and sighing,  
Of those days gone by.

# UPPER SCHOOL

Upper school embraces the fifth form (388 in number) and the lower and upper sixth forms (370 in number). Therefore, although half the pupils forming upper school are there voluntarily, it still contributes a third of the school's population. The sixth form's popularity is growing: the number of sixth formers next year (1982-83) will be nearly 400. The senior staff who are situated in upper school are Mr. M. Burns, (Head of Upper School), Mrs. P. Cross (Head of Fifth Form) and Mr. A. Jarrett (Head of Sixth Form). The Second Deputy Head is also situated in upper school and the position is held by Mr. P. Phillips, who recently replaced Miss Norman.

Upper school forms a community where intellectual and social life is blended together, for although academically important (and a record number of pupils were entered for examinations in 1982) the pupils are encouraged to become involved in internal and external activities and so contribute to school life and to the community. For example, sixth formers are expected to participate in prefect duties where contact with lower and middle school is made. The pupils attend an assembly each morning and the assembly may act as a means of contact with the public and allow pupils to participate in voluntary activities, which they will be informed about through the assemblies.

The sixth formers have their own common room, furnished and carpeted by funds raised by the sixth

formers themselves. Within the common room there is a tuck shop. Recently the sixth formers arranged a rag week in order to replenish their funds. The rag week needed the co-operation and the willingness of the pupils to involve themselves.

Although upper school pupils are involved in academic and social activities, they still manage to find the time to support visits abroad and to other regions of this country. Such visits encompass a range of activities from scientific field studies, such as geography (to Derbyshire) and biology (to Wells), to visits with less emphasis on specialised studies, such as economics, to Luxembourg, where the buildings of the E.E.C. were visited. Other recent trips included the Sonnenberg visit and another to Tunisia.

Upper school plays an important part in school life, and life as a whole. The pupils are at the 'top' of the school and have to face positions of responsibility. They act as an example to the rest of the school, so conduct must be of a high standard. Pupils must learn to use their time to its best advantage, to obtain the most advantageous combination of academic and social activities. Pupils are part of the community as a whole and being at the top shows exactly what can be achieved.

SALLY REED



CSE Art Exhibition 1981



The Sea

Jane Barker 6th Form

## The Sixth Form

In September 1970, when Norwich secondary schools became comprehensive, the Hewett Sixth Form stood at some 100 students. It was largely a traditional academic sixth arranged in five tutor groups and occupying only a small part of the new upper school building. Perhaps in some respects its members felt a little awed and overwhelmed by the size and diversity of their 1900 strong school in which they found themselves the senior students. Certainly they were to prove the pioneers of a decade of change and expansion. Ten years later the scene has vastly altered; the sixth form now has approximately 400 students and numbers are still rising. Its doors are open to people seeking a wide variety of courses and working with different examination objectives, and it welcomes students from a large number of schools of all types in Norfolk and Norwich; its community is enriched by their presence. Upper school has yielded half its facilities to the sixth: staff, parents and students have worked together for an additional study centre while the sixth form common room stays at the centre of activities with its perennial issues of furniture, furnishings and coffee bar to occupy the minds and talents of succeeding generations of sixth formers.

But development has not been merely one of size and space. Over the years new subjects such as history of art, classical civilisation and electronics at 'A' level, law and technology at 'O' level, child study and commercial subjects at C.S.E. have been added to the traditional diet. The range and choice of courses are such that it would be difficult to find two students with identical timetables, which indicates the extent to which individual attention is given to all sixth formers by both senior staff and 16 sixth form tutors concerned with their welfare. Numbers taking advantage of opportunities in higher and further education have greatly increased. Throughout the 'seventies, Hewett students have studied at universities, polytechnics and

colleges of higher education the length and breadth of the country. The first step in what has become an Oxbridge tradition was taken in 1974 very decisively when Joanna Catling won an exhibition to Wadham College, Oxford just as that College decided to admit women undergraduates for the first time. Whether they have left for immediate employment and training or have gone on to further studies, Hewett sixth formers have chosen and acquitted themselves well in a variety of professions and occupations; medicine, teaching, lecturing, engineering, business and commerce, banking and journalism and the world of drama, music and art are only some of the many avenues followed by the young men and women who have passed through the sixth form. They are in many instances now serving our local community, but they have also travelled far, to work or to gain experience in many different countries of the world.

The past decade has seen expansion and success, both of which can be defined statistically. Something which cannot be thus defined, but which is fundamental to all else is the unique atmosphere of good fellowship which has existed among students and staff associated with the sixth form. Each year has shown its special characteristics, its interests and skills in music, sport, drama, debate, revues, fund-raising and many other activities. A lively and varied community has resulted, which is known for its friendliness and sense of purpose, giving a sixth form experience which students have thoroughly enjoyed and will I hope continue to enjoy for many years to come.

JANICE NORMAN

Formerly First Deputy Head, now Head of Heartsease Comprehensive School

## The Sixth Form Committee

The purpose of the committee is to carry out in a democratic manner relevant proposals to benefit the sixth form. One of the main reasons for its existence is the size of the sixth form which often tends to make communications difficult between the tutor groups. The committee is composed of two representatives — one male, one female — from each tutor group in both the upper and lower sixth. The secretary and the treasurer are annually elected from the lower sixth, whilst the Head of Sixth Form acts as chairman. Certain staff regularly attend the meetings and this helps to create better relations between the staff and sixth-formers. This is a very important development which so many schools fail to achieve. However, it must be stressed that, though staff may be present and give their opinions, the committee is essentially for the sixth formers to raise their grievances and proposals and any motion can be carried only with their majority vote.

The Hewett sixth form is already very fortunate in its facilities but these need to be maintained and can always be improved. Meetings are generally held fortnightly. The sixth form committee is financially independent with its own bank account which usually

has a balance of around £500. This means that we are able to carry out costly additions to our present facilities which would otherwise be completely out of the question.

Over the last academic school year the committee has, amongst other things, bought a new carpet and some secondhand furniture to improve the common room and has also bought some new reference books for the study block. It is also planned to install a payphone in 1982/3.

The finances centre around the profit from the common room tuck shop. Periodically the sixth form hold money-raising events such as discos, pantomimes and rag weeks.

Thus the committee not only deals with the practical affairs but also organises social occasions providing light relief from work and creating a greater unity within the sixth form.

TAMSIN KEEBLE  
*Secretary of the Sixth  
Form Committee 1981 — 82*



Tamsin Keeble and Emma Macfarlane, appointed theatre liaison officers for the Hewett School 1982, with Dick Condon the Theatre Royal's General Manager

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Queen's College  
Trinity Hall \*  
Magdalene College \*

## UNIVERSITY OF LONDON

Chelsea College \*  
Imperial College of Science and Technology \*  
London School of Economics  
King's College  
School of Oriental & African Studies  
Royal Holloway College \*  
University College \*  
Westfield College \*  
Queen Elizabeth College \*

University of Aston, Birmingham \*  
University of Bath  
University of Bradford  
University of Birmingham \*  
University of Bristol \*  
University of Dundee  
University of Durham \*  
University of East Anglia  
University of Edinburgh \*  
University of Essex  
University of Exeter  
University of Hull \*  
University of Keele \*  
University of Kent \*  
University of Lampeter  
University of Lancaster  
University of Leeds \*

## COLLEGES OF EDUCATION

Avery Hill College of Education  
Balls Park College of Education  
Bath College of Education  
Bretton Hall College of Higher Education  
Bishop Otter College of Education  
C. F. Mott College of Education  
Canterbury College of Education  
Chelmer Institute of Higher Education, Brentwood \*  
Chester College of Education  
Coventry College of Education  
Elizabeth Gaskell College of Education  
Gloucester College of Education  
Goldsmith's College of Education  
Hockeckill College of Education  
Homerton College of Education

## OXFORD UNIVERSITY

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Keble College  
St. Catherine's College  
St. John's College  
Wadham College  
The Queen's College  
St. Peter's College  
Mansfield College \*

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University College, Cardiff \*  
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Royal College of Music

St. Gabriel's College of Education  
St. Hilda's College of Education  
St. John's York College of Education  
St. Osyth's College of Education  
Totley Thornbridge College of Education  
Tottenham College of Education  
Westhill College of Education

West Midland College of Education  
Westminster College of Education, Oxford -  
West Sussex Institute of Higher Education -  
Bognor Regis \*  
Whitlands College of Education  
Winchester College of Education  
York College of Further Education

## OTHER HIGHER/FURTHER EDUCATION ESTABLISHMENTS

Brighton Polytechnic  
Bristol Polytechnic  
City of London Polytechnic  
Hatfield Polytechnic \*  
Kingston Polytechnic \*  
Lanchester Polytechnic \*  
Leeds Polytechnic  
Leicester Polytechnic  
Liverpool Polytechnic  
Manchester Polytechnic  
Middlesex Polytechnic  
North London Polytechnic \*  
North Staffordshire Polytechnic  
Oxford Polytechnic \*  
Huddersfield Polytechnic \*

Plymouth Polytechnic \*  
Portsmouth Polytechnic \*  
Sheffield Polytechnic \*  
South Bank Polytechnic \*  
Sunderland Polytechnic \*  
Thames Polytechnic  
Trent Polytechnic \*  
Wolverhampton Polytechnic  
Gt. Yarmouth College of Art \*  
Norwich School of Art \*  
Norwich City College \*  
N.E. Essex Technical College  
Lowestoft College of Further Education  
Harlow College

\* The Institutions marked with an asterisk have admitted Hewett students in October 1981 or October 1982.

### Life is

Life is long and it's short  
Life is a thing we love, or ought  
Life is a thing you can't abort  
Life is . . . . .  
Life is me and it's you  
Life is a thing we all go through  
Life is good and it's bad, it all depends on what we do  
Life is . . . . .  
Life is old and it's new  
Life is unfair, cruel and crude  
Life is one, never two  
Life is . . . . .  
Life is now, never then  
Life is no doubt going to end, though when?  
Life is here, it can't be sent  
Life is . . . . .  
Life is time, though never late  
Life is like an open gate  
Life is one long busy date  
Life is . . . . .

Mark Bishop

### Old Man

He sat there all alone,  
Watching the flames flickering in the fire's hearth.

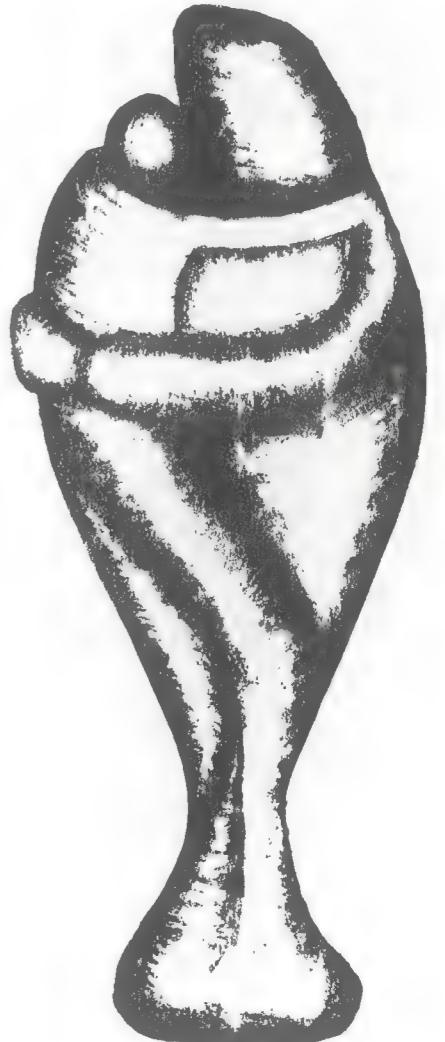
He sat there all alone,  
Smoking one of his old clay pipes,  
And every now and then gave a heavy sigh.

He sat there all alone,  
Waiting, waiting for the night to come,  
The time when he would have to move.

He sat there all alone,  
Now and again glaring at his gold-plated war memorial watch.

He sat there all alone,  
Still and motionless, except for  
his pipe still smoking  
And his watch still ticking.

Imelda Harvey



Adrian Howes L 6th

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# Careers Department

In September 1977 I succeeded Mr. Walter Williment who had been Head of Careers at Hewett for a considerable number of years. During that time Mr. Williment and the school had established close links with local employers, many of whom made direct contact with the school whenever they were seeking new employees. Formal meetings between local employers and members of the teaching staff gradually became annual events.

Some of these meetings became conferences. In 1977 the topic for discussion was "Schools and the World of Work". Another conference of employers and teaching staff took place in 1980 with the aim of discussing "The Education and Training of the 16 — 19 age group". On this occasion we were able to distribute the findings of the discussion groups to all those who had taken part.

Employment prospects for school leavers in the years 1977 — 1979 were reasonably good. By the end of November each year, when the statistics are published, we learned that all Hewett leavers had found employment. However, in 1980 the effects of the recession changed that situation and a number of our school leavers were unable to find employment. A few were more fortunate and gained places on the Youth Opportunities Programme. In 1981 well over eighty Hewett leavers had to join the programme in order to gain some experience of employment. Many of these young people were subsequently offered permanent jobs as a result. Several of these past students have since visited the school to talk to pupils about their experiences of the programme.

The sixth form continues to grow in size and by September 1983, it will have nearly four hundred students. The scope and volume of work for the careers department has expanded accordingly. During the past year students following GCE 'A' level courses have been able to enlist the aid of a computer to help consider possible future careers. The computer print-outs have been found to be particularly helpful and on occasions quite thought provoking.

The number of students attending the sixth form to follow one-year courses has also increased. A special course designed to prepare these students for the post-school world was introduced last September. Students participate in topics relating to the world of work and further education which involves them in visits to places of employment, a period of work experience with an employer and practice interview situations. Caring for themselves features largely in the course and involves the students in cooking, guidance on managing a flat, personal finances, taxation and insurance. Topics aimed to increase students understanding of industrial relations, social issues and contemporary world affairs complete the package.

Our links with local employers are very much appreciated. Their invaluable help and co-operation has made possible several of the activities offered in the special course for one-year sixth form students. A further development of these links has involved Hewett establishing close links with the Bally Shoe Company, under a system of 'twinning' which is currently operating within the county. More than half the secondary schools in the county now have some formal link with one or more companies. These links aim to provide a basis for schools, industrial and commercial companies to get to know each other and learn how each functions.

Our link with the Bally Shoe Company has proved to be most rewarding and enjoyable. Our pupils have an opportunity to observe and experience the work of the many departments through organised visits and periods of work experience. Members of the Bally staff are regular visitors to the school and contribute to a number of lessons and presentations. Hewett staff have been able to spend periods of observation in the factory and make some contribution to one of the training schemes. In addition, both the Headmaster, Dr. Roy and the Managing Director, Mr. Marshall, have exchanged offices for a day to gain some experience of each other's work. The link between the organisations has not only been confined to work. As a result of an initial cricket match between the Hewett staff side and a team from Bally, the two staff associations have met on a number of other social occasions.

In conclusion, it is pleasing to report that there are signs that the employment situation is improving. Quite a number of pupils have succeeded in obtaining employment at this relatively early stage in the job seeking season. This is an improvement on the situation which existed at this time last year.

D. DAVIDSON

*Head of Careers Dept.*

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# Hewett Personalities



Mr. Hannant instructs three young ladies on the motor course



Julian Chilvers — the U.K. Rubik Cube Champion



Stanley Parker, caretaker of the Hewett School for 25 years

## Love is

Love is waiting in the rain  
Love is sharing all the pain  
Love is washing out the stains  
Love is . . . .

Love is walking hand in hand in the park  
Love is worrying when he's out after dark  
Love is like the sound of a lark  
Love is . . . .

Love is thinking of him all of the day  
Love is watching the spring flowers in May  
Love is having a quick roll in the hay  
Love is . . . .

Love is when you're holding hands  
Love is when you're making new plans  
Love is watching children in the sand  
Love is . . . .

Love is standing out in a crowd  
Love is not having many rows  
Love is staying together  
Love is . . . .

Helen Smith



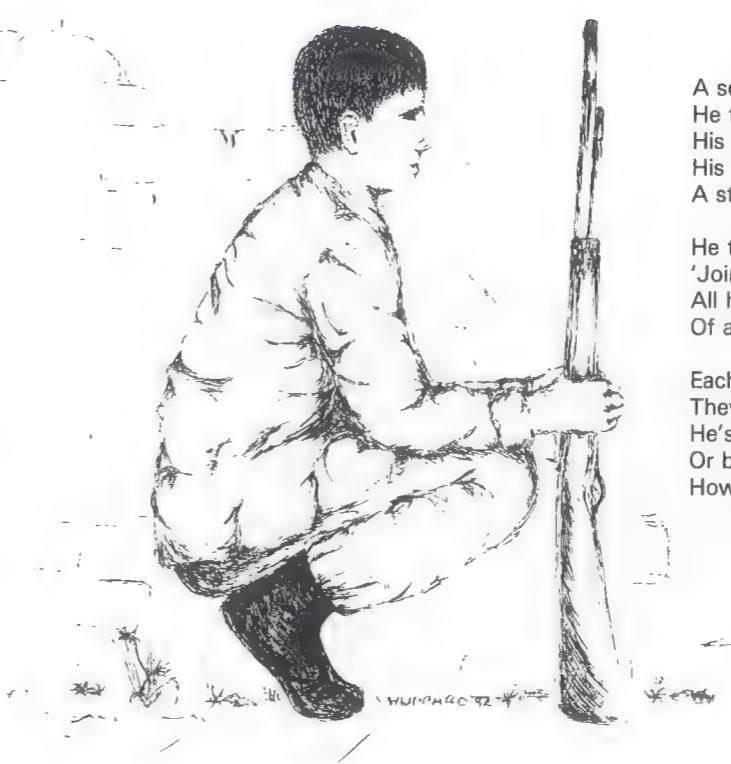
## Join the Army

A soldier crouches in a cobbled corner  
He feels a big man,  
His gun, his only source of power,  
His uniform a symbol of violence,  
A statistic in a legion of warmongers.

He thinks back.  
'Join the army, see the world.'  
All he sees are the shabby, run down back streets  
Of a pain-stricken, occupied Belfast.

Each day he sits and surveys his Irish enemies  
They spit at his feet, he has no pride.  
He's confused. — Does he feel sorrow for them,  
Or bitterness, anger and hatred?  
How long before he's made into a killing machine?

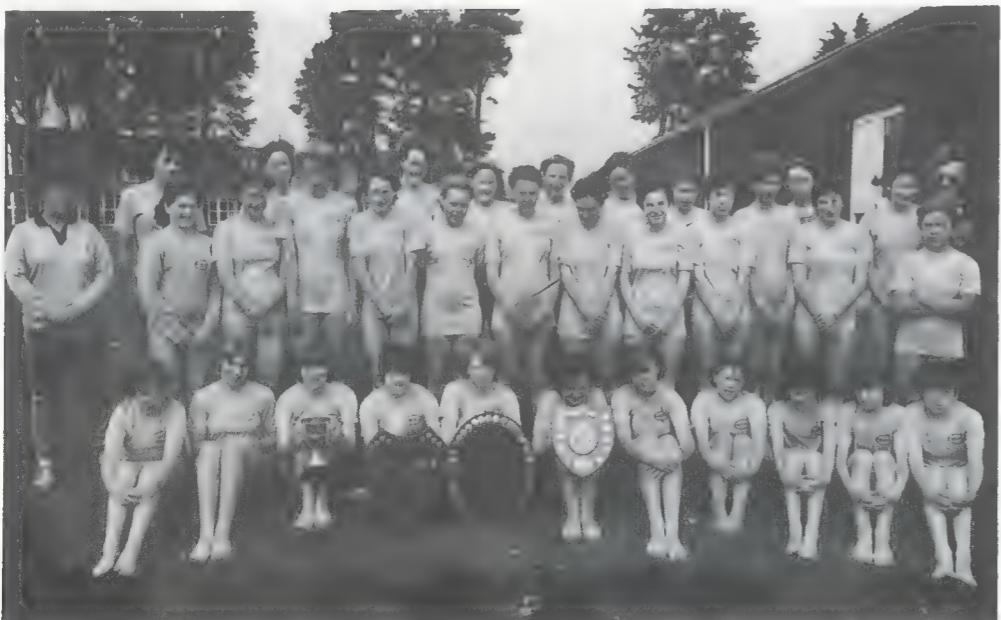
Gareth Hughes



# SPORTING ACTIVITIES

## GIRLS' TEAMS

Year	Sport	Achievement
1976	Swimming	U14 National Relay Finals. (4th Freestyle). (4th Medley Relay).
1976		U16 City Champions
1976		U16 Relay Champions (City)
1976/7		City Survival Cup
1977		U16 National Relay Finals. (3rd Medley). (4th Freestyle).
1978		Proficiency Cup in swimming
1979		U14/U16 City Champions
1979		Proficiency Cup
1979		U19 National Relay Finals. (3rd in both cases).
1980/1		City Junior Girls' Shield
1981/2		Winter League Cup Holders
1982		Won U/15, U/16, U/18 City Gala Shields
		U16 National Relay Finals
1980	Squash	Semi-Finals at national competition
1982		Semi-Finals in Premiere Products tournament
1982		National finalists
1971 – 1980	Athletics	Winners of City Shield
1973		Shared Winners of City Relay Cup
1973		Middleton Cup
1975 – 1979		Winners of U17 Relay Cup
1980		Winners of U15 Relay Cup
1980 – 1981		Winners of U15/U17 City Shield
1981 – 1982		Winners of U15/U17 City shield
1974/5/6 & 1980	Netball	Winners of Festival Cup
1975 – 1977		U16 City Cup
1977 – 1978		U14 City Shield
1975 – 1976		U16 County Cup
1980 – 1981		U16 County Cup
1980 – 1981		City Cup



Girls' Swimming Team 1981/82

## BOYS' TEAMS

Year	Sport	Achievement
1980	Swimming	Finalists in Winter League Cup
1982		Winners of Winter League Cup
1977 – 1979	Cricket	U15 Scott Chad Cup
1980		U13 County Cup
1977	Tennis	U19 County Schools' Finals
1975	Soccer	U14 E.D.P. 6-a-side County Champions
1975		U19 Quarter Finals in National Schools Competition
1977		U16 Norfolk Schools Champions —
1977		U15 Norfolk Schools Cup Winners
1977		U16 Norfolk Schools Champions
1978		U16 Watney Mann Cup
1978		U16 Represented Norfolk in National Championships
1979		U16 Watney Mann Cup
1979		U14 County Champions
1980		U15 Norfolk Cup Finalists
1980		U14 Norfolk County Cup
1980		U14 Norfolk 6-a-side Champions
1980		U14 6-a-side City Champions



Boys' Swimming Team 1981/82

## INDIVIDUAL GIRLS

Years	Name	Sport	Achievement
1976 — 1981	Bettina DOYLE	Swimming	National Youth Squad captain. G.B. Olympic Squad member. British 200m butterfly record. Bettina is holder of 24 out of 26 Norfolk County records.
1978 — 1980	Alison RIX	Squash	From 1976 — 9 Norfolk U19 title. 1977 Norfolk Ladies superstar. Also in 1977 beat Midlands U19 No. 2., being only 15 years old. 1977 — 82 National junior squash member.
1978 — 1980	Gayna MUNDY	Squash	U19 No. 1. Norfolk player.
1980		Tennis	U14 No. 1. Norfolk player. No. 3. U16.
1980 — 1982	Emma THOMAS	Hockey	National Junior Squad U18.
1976 — 1982	Julie FOLKARD	Athletics	In finals of the National Schools' Cross Country.
1978 — 1980	Pippa BAKER	Athletics	U17 National Schools' 100m title in several international events for G.B. and was a commonwealth trialist in 1978.
1976 — 1980	Susan LEMMON	Netball	Member of U21 senior netball team.
1978 — 1981	Annette FAUX	Netball	England schoolgirl trials.
1974 — 1980	Elizabeth FROSTICK	Netball	Half blue for netball at Cambridge.



U13 Netball Team 1981/82



U13 Hockey Squad 1981/82



U13 Netball Squad 1981/82



U14 Hockey Team 1981/82

## INDIVIDUAL BOYS

Year	Name	Sport	Achievement
1971	Michael PARKER	Swimming	Gained 7th place in English Schools' Breastroke Final. Norfolk men's breastroker.
1977	Carl COOPER	Gymnastics	7th in National Finals U13.
1979	Timothy CULLING	Canoeing	U14 Champion in Espada National Championships. National K2 Champion over 8 KM. 1982 G.B. representative.
1971	Richard WILSON	Cycling	Over 16 National Schools' Road Race Champion.
1980	Mark HENDERSON	Cycling	England Schools 800m. Winner.
	Steven HENDERSON	Cycling	ESCA U13 grass track 400m. Winner. Also ESCA U15 10 mile time track Winner.
1979 — 1980	James HARROLD	Cross-Country	All England representative. Norfolk U17 champion.
1980	Erik ARTHUR	Sailing	National Schools' Squad.
1971	Martin SMITH	Tennis	National Schools' Champion. Runner-up in International event. (Nestle's Cup)
1975	Timothy NEWENHAM	Athletics	All England representative Norfolk U17 discuss/javelin Winner.
1979	Christopher AUSTIN	Athletics	All England representative — 200m.
1977	Stephen FOYSTER	Soccer	13 England caps and in all England Schoolboys U15 team.
1982	Mark METCALF	Soccer	England U18 representative.
1980	Si Yung KIM	Tai-Kwondo	Third dan achieved.

C. KNIGHTS  
M. STEPHENSON

Heads of Physical Education



Ian Bale leads the third year boys' 800 metres from start to finish, School Sports 1982

## MORE SUCCESSFUL TEAMS



U16 Rugby Team 1981/82



U14 Cricket Team 1981/82



U16 Soccer Team 1982  
including 3 county players  
Andrew Quantrell David Warren and  
Mark Metcalf who played for  
England School U19



U14 Athletics Team 1981/82

## WHERE ARE THEY NOW

— unless you know differently



Ian Jolly, winner of the Pfizer Award 1982, for the best overall performance by a young journalist

### Ian JOLLY

Won Pfizer Award for best overall performance in test by the National Council for the Training of Journalists 1982.

### Stephen OLD

St. John's Camb. 2:(i) in prelims modern and medieval languages, completing Cambridge degree after year abroad.

### Tim SOFTLEY

1st in chemistry. Wadham, Oxford, going to Southampton for Ph.D.

### John WILLIAMS

Christchurch, working on Lasers at EMI, Chelmsford.

### Alex SAVORY

Queen's Oxford, Law — going to school for solicitors in Chester, before job in Norwich.

### Ian PAUL

BBC on production team for 'TODAY' (top credit).

### Stephen MANTLE

In South Africa — has been in hotel management now going into computer — hotel links.

### Caroline THWAITE

Finishing nursing at Addenbrooke's.

### Suzy ROESSLER

Has been teaching in Germany.

### David ALLEN

Living in Chester.

### Max ROESSLER

Qualified solicitor.

### Jill WARNES

Lead in a pop group in Holland and Germany.

### Kevin PIPER

Progressing at E.C.N., has been at Diss Office.

Adrian BASSETT	Nottingham 2(i) degree in music — doing freelance research.	Judith GEARD	Has left the tax office, and is now fulltime looking after a very young son.
Elizabeth ALLPRESS	Hispanic Studies at Liverpool.	Vivienne REVELL	Doing medical photography in Newcastle.
John ALLPRESS	Computer programming on Concord programme.	Ian MOORE	Moved to Colchester — obtained three 'A' levels, now at Liverpool — Degree in biochemistry. Hopes eventually to specialise in cancer research.
Suzanne SKINNER	E.C.N. at Diss Office.	Michael MUNDAY	Died. Was lecturer at Aberystwyth. Married to Pamela Wright with 2 boys.
Andy FORWARD	2:(ii) Philosophy—Literature Warwick — now selling vintage records for collectors in London.	Robert CARTER	Journalist on Yarmouth Mercury, enjoying it.
Jolyon FORWARD	BA(Hons) Fine Art and Higher Diploma in Fine Art. On the academic staff responsible for computer-art and music, Experimental Dept. — Slade School of Art. V.C.L.	Leslie CARTER	In first year of reading building technology at Brunel University.
Steven CANN	Technical Representative (Construction Div.), R.T.Z. Corp.	Susanne WELLS	Awarded a 2:(i) degree in psychology at Durham — now nursing assistant at Bethlem Hospital in London.
Ronald HILL	Magician doing shows throughout East Anglia — has been on TV — hopes to turn professional.	David COE	Chemist, Bacton Gas Terminal. British Gas.
Michael HILL	Won Chic Aplin award as part of most up-and-coming pop group.	Paul ARNOLD	Awarded a 2(i) degree in civil engineering.
David HARRISON	Left school at 16. Qualified as architect, ARIBA. Working in London for Hunt Thompson Associates.	Dawn ARNOLD	Pleased with course in Spanish and English at Southampton.
Paulo FRANK	Has been learning Chinese in New York.	Angela FISH	Liked first year Leicester Poly. Town planning.
Mary Ann THOMPSON	In Nottingham, married. Works in university library.	Sally CROCKER	B.Ed.(Hons). Upper Second. King Alfred's Winchester. Teaching appt. to Rottingdean C. of E. First and Middle School.
Chris INGAMELLS	Joining navy, parents live at Welwyn Garden City. Qualified as a doctor.	Ian BISHOP	Has set up his own business as a design jeweller.
Mark CHAMBERS	Studied psychology and computing — Newcastle University — now unemployed.	Gary PERFECT	Worked as a milkman in London for 8 months to raise £1500 to enable him to do cycling marathons in Britain and Scandinavia.
Mark CUSHING	M.B. Ch.B., Liverpool, now working at Southport General Infirmary.	Bryan SCOTT	Gained a first class Hons. B.A. degree at UEA in June 1982 — hoping to carry on for a doctorate.
Andrew SHEPPARD	Achieved 2:(i) zoology. At present starting Ph.D at Imperial Silwood Park on Hogweed.	Sarah HAWKES	Needlework teacher, going to Australia for a year.
Tim NEWENHAM	Achieved 2(ii) in recreation management; doing 1 year P.G.C.E. at Loughborough.	Alysoun HEYHOE	2(i) in English at Durham, teacher training at Cambridge.
Pippa BAKER	Gained 2(ii) in 1st year at Loughborough P.E. sports science.	Fiona GRANT	2(ii) UMIST degree in Maths and French. DES scholar at St. Martin's Lancaster, then job at Tameside.
Graham BODE	Now working for a German engineering firm. Travelling in Europe and using both his languages. (French and German).	Elizabeth RUMP	B.A. degree in textile design at Loughborough — displayed work at national exhibitions. Married.
Reginald RONALDSON	Chief computer programmer with the Norwich Union. Married.	Michael FOLEY	Consultant in data-bases and telecommunications in New York.
Paul BUCKINGHAM	Still working with Sun Alliance Insurance. Married with a baby daughter.		
Ann BLACK	Tax inspector, married.		
Mary SYNGE	Town planning in Kent.		
Andy SYNGE	Teaching English in Bologna.		
Linda HEWITT	Has an M.A. and is boss of her section in housing in Islington.		
Paul ROBERTS	Research & development engineer with Dataon Electronics.		
Graham TILLETT	Civil engineer with French Kier.		
Ron SEAMAN	Engineer — recently completed training in Dallas, USA. Now working in Middle East, three weeks on, three weeks off.		
Wendy SEAMAN	Training to be a radiographer at Barts.		

## “WHY HEWETT?”

Like most parents and students I have faced the question "What will it be like at Hewett?". I was hoping to find both congenial surroundings and a coherent educational philosophy. My concept of a good school was one which provided three things for the pupils, first the opportunity to make an efficient use of an increasingly complex educational system, second, help to make realistic plans for the future and, third, an environment that allowed the pupils to be happy within clear behaviour limits. Sensing that Hewett provided all of these I made my application and was fortunate enough to receive the opportunity to make a contribution to the school.

Parents and students must have asked themselves the same question. As the system in Norwich allows choice of secondary schools there must be many reasons for exercising this privilege ranging from geographical proximity to a desire to maintain family groups. Drawing, as Hewett does, from some twenty-six middle schools, together with a range of independent schools in and around the city of Norwich, the geographical factor cannot be too great for the majority of parents and students. As some third of our pupils are siblings, the notion of the family school must figure large.

This, however, avoids the real question — why was the first child entrusted to Hewett? Clearly, many comparisons between institutions must have taken place, individuals valuing aspects of one school more than another and ultimately arriving at the first or second choice. I would hope that the dimensions of our educational life at Hewett that figured most prominently were the quality of individual care offered together with the range of educational opportunity provided.

The modern curriculum ranges far beyond reading, writing and arithmetic to encompass the sum total of all the learning experiences which take place, affective as well as cognitive. This results in a broad curriculum based on continuous pastoral care. Whilst this is an ongoing process and responds to individual need at whatever stage of school life he or she may be, there are certain crucial stages in the pupil's life when the caring component of the school meets the demands of the formal curriculum, amongst them being the initial induction into the school, the selection of balanced option courses during year three and entry into the open sixth form. These stages highlight the school's intention of matching the maturing student's needs to the demands of an ever-changing curriculum, the latter often disguised under new examination titles, such as '16+' and 'Certificate of Extended Education', together with apparently new disciplines, such as technology, design, electronics and industrial relations, to itemise but a few. Informed choice can only take place when there is a clear sharing of knowledge and aspirations between students, parents and school. Our pastoral/curricular system allows for this and is firmly based on the active participation of all concerned. It is my hope that the parents and students who, like myself, were fortunate enough to become a part of Hewett, will make full use of the opportunities it offers and contribute to a school which maintains its vitality and its sense of values whilst at the same time moving steadily towards the opportunities and challenges of the 21st century.

W. J. MOORE

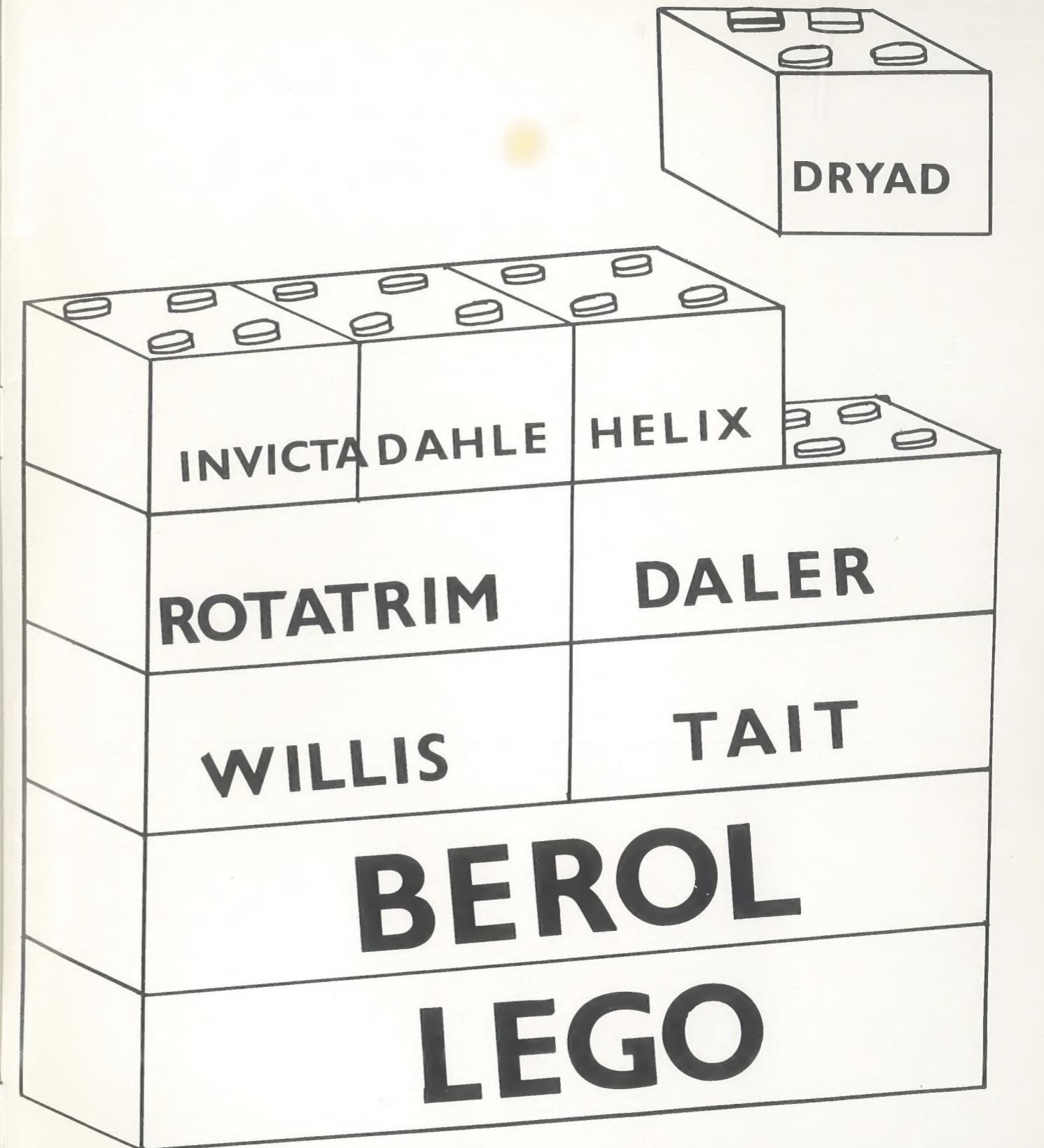
*First Deputy Head*



Summer Gravestones

I remember summer laughter,  
As we cycled down the lanes,  
Trailing feet through heady blossoms on the banks,  
Singing hymns with reckless clamour.  
Now that high school doors were closed,  
"Oh Lord, for summer hol's accept our thanks!"

Alison Packer



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